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ABSTRACT

The present report both details the initial statements of educational need made by State residents and adds more insight into underlying educational problems. The first report concentrated on a questionnaire approach to allow a cross section of the population to give their perceptions of Washington State educational needs. One of the principal purposes of the present study was to gather indepth information from the same representative sample of State residents on the same needs, through group interviews rather than questionnaires. This report discusses the methodology and the relationships of the various dimensions of learner needs that are studied and categorizes these needs. It concentrates on probing for the underlying reasons for the perceived needs indicated by the respondents in the Phase I report. The six categories of needs are student involvement, educator-learner relationships, student self-image, curriculum structure, community involvement, and educational administration. (Photographs may reproduce poorly). (Author/JF)

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PHASE II:

AN ASSESSMENT OF EDUCATIONAL NEEDS FOR STUDENTS IN WASHINGTON STATE

Prepared for

Title III ESEA Advisory Council

January 1970

Consulting Services Corporation
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FOREWORD

The State Advisory Council, after reviewing the findings of this study, has compiled a listing of critical educational needs which differ slightly from those appearing in this document, and they are as follows:

I. There is a need to develop greater student involvement, encouraging student interest and participation in the learning process, providing experiences of responsibility and authority, and participation in decisions concerning their education.

  a) Students do not have sufficient opportunity for active participation in learning.

  b) Students are not given experience of real responsibility.

II. There is a need to establish educator-learner relationships which promote understanding, respect and communication between students and educators.

  a) Existing educator-learner relationships are largely devoid of mutual respect and understanding.

  b) Existing educator-learner relationships are largely devoid of communication.

III. There is a need for building the positive self-image of the student by providing him with a sense of dignity and pride, to foster a sense of identity, encouraging self-confidence and a willingness to meet challenging situations.

  a) The school system is largely insensitive to the need for every student to experience success and to develop a positive self-image.

  b) The school system, in its orientation to white-middle class society, contributes to the feelings of inferiority, low self esteem and low level of aspiration on the part of minority group students.

IV. There is a need to alter the curriculum so that it includes more offerings that interest and involve every student and becomes relevant to the world of today.

  a) Curriculum should be altered in such a way that students can use their own interests as vehicles for learning, e.g., an interest in auto shop to learn math.

  b) Curriculum should be further altered to include subjects relevant to the modern society and to allow study of world, national and community problems as and when they occur rather than years, months, or even weeks after the event.

V. There is a need to promote greater community involvement so that:

   a) channels of communication between school and community are open and adequate;

   b) the community is involved in the development of policies and goals;

   c) community resources are used both inside and outside of the school for educational purposes, e.g., a local artist providing art instruction; students taking certain course work in community agencies.

VI. There is a need for the personnel involved in educational administration to provide the processes by which educational goals are clearly defined and resources coordinated to achieve the goals.

   a) Planning should involve those outside of the traditional pattern and include students, parents, businessmen, etc.

   b) More attention should be given to the recruitment, inservice training and evaluation of staff.

   c) More attention should be given to educational accountability in the form of accomplishment audits and the results of these audits conveyed to the student and the community on the one hand and to State and other agencies on the other.

VII. There is a need to develop teaching methods that will permit a student to see the relevance and applicability of subjects taught in school to his present and future life.

TABLE OF CONTENTS

Page

SUMMARY OF FINDINGS AND CONCLUSIONS i

CHAPTER 1: INTRODUCTION AND METHODOLOGY 1

CHAPTER 2: DETAILING OF CRITICAL EDUCATIONAL NEEDS DEVELOPED IN THE INITIAL STUDY 11

CHAPTER 3: STUDENT INVOLVEMENT 27

CHAPTER 4: EDUCATOR-LEARNER RELATIONSHIPS 33

CHAPTER 5: SELF-IMAGE 43

CHAPTER 6: CURRICULUM STRUCTURE 51

CHAPTER 7: COMMUNITY INVOLVEMENT 61

CHAPTER 8: EDUCATIONAL ADMINISTRATION 69

APPENDIX: FOCUS INTERVIEW EXCERPTS 79

CONSULTANT QUALIFICATIONS 147

SUMMARY OF FINDINGS AND CONCLUSIONS

Educational needs in the State of Washington were classified according to six categories, (1) student involvement, (2) educator-learner relationships, (3) student self-image, (4) curriculum structure, (5) community involvement and (6) educational administration. Findings and conclusions relative to each classification are summarized below.

I. STUDENT INVOLVEMENT

The major concerns of respondents were that students (a) did not have sufficient opportunity for active participation in learning, (b) were often disinterested in the subjects they were studying since they did not seem applicable to today's world, (c) were not able to work at their own speed and (d) were not given any experience of real responsibility. Conclusions were:

1. Classes should be restructured to put primary emphasis on practical learning situations, discussions, etc. that enable students to actively participate in learning rather than passively listening to lectures or being "handed knowledge."

2. Students should be involved in school planning and administration in an advisory and/or on an equal basis with educators. This should be done on a controlled, experimental basis.

3. Steps should be taken to give students a greater sense of purpose in learning and a positive attitude toward education. Using students as tutors for the younger grades should be considered as one means of achieving this end.

II. EDUCATOR-LEARNER RELATIONSHIPS

The major concerns of respondents were that (a) existing educator-learner relationships were largely devoid of mutual respect, communication and understanding and (b) existing counseling programs did not provide students with counseling on personal or emotional problems or with adequate information about vocational and higher education opportunities. Conclusions were:

1. Educators should learn to view students as equals rather than "units to be instructed" and somehow less than human.

2. Educators should have a thorough understanding and knowledge of the socio-economic and cultural background of their students. Orientation should be provided for new teachers in areas with substantial minority group enrollment.

3. Counselors should be placed in a position where they can gain the trust of students, counsel them on all problems and act as intermediaries between the school system, student and parent. This probably means freeing them of their present administrative and disciplinary functions.

III. SELF-IMAGE

The major concerns of respondents were that (a) the school system was largely insensitive to the need for every student to experience success and develop a good self-image and (b) the school system's orientation to white middle class society emphasized the minority group student's feelings of inferiority and caused problems such as poor self-esteem, loss of identity and low achievement levels. Conclusions were:

1. Students should be able to measure or realize achievements and success on a regular and personal basis.

2. Consideration should be given to eliminating the present grading system.

3. Students from minority groups should be taught about their background and heritage and its relationship to present day society. However, these courses must be carefully designed and viewed primarily as a vehicle for generating an improved self-image and sense of identity. If the courses are taught simply as an additional history class they will probably be of negligible value.

IV. CURRICULUM STRUCTURE

The major concerns of respondents were that (a) the existing curriculum was largely irrelevant to today's world and thus ineffective in preparing students to become informed and productive members of society, (b) many students were not learning to read adequately and (c) the curriculum was too narrow to include subjects that would interest and involve every student. Conclusions were:

1. The curriculum should be restructured to include subjects relevant to modern society and to allow study of world, national and community problems as and when they occur rather than years, months or even weeks after the event.

2. Teaching methods and presentation of subject matter should be such that the student is able to see the relevance and applicability of subjects taught in school to his present and future life.

3. The efficacy of existing reading programs should be carefully evaluated.

4. Consideration should be given to eliminating all required subjects and allowing students to choose the subjects they wish to take. However, this should be done in conjunction with a carefully designed informational system by which students would be made aware of which courses are necessary to meet certain vocational and academic objectives. Moreover, student progress would have to be measured by reliable achievement tests and institutions of higher education would have to be persuaded to accept test scores in lieu of completion of so many years of required subjects.

V. COMMUNITY INVOLVEMENT

The respondents were concerned that (a) at present the community had little or no influence over educational policies and goals, (b) existing channels of communication between schools and parents were inadequate and (c) school policies on such things as dress codes and discipline were at variance with community standards. Conclusions were:

1. Localized goals and objectives for the school system should be defined and agreed upon by a group of community members, educators, and students. This should be accomplished in conjunction with limited decentralization of school planning and administration to the neighborhood level to allow the community to orient the local school to their socio-economic or cultural group.

2. Community members should be brought into the schools as part time teachers or para-professionals to teach subjects on which they have a special competence e.g. local history, culture, banking, or business affairs.

3. Consideration should be given to hiring a public relations director in every school district whose full time job it would be to inform the community of what the school is doing, of future plans and to gather information on community reactions and aims for the school.

VI. EDUCATIONAL ADMINISTRATION

The major concerns of respondents were that (a) schools were largely insensitive to individuals outside the system (including students), (b) the "institution" of education does not recognize gross differences in its clients (a school in Central Seattle is almost identical to one in an isolated rural area although the two areas have completely different population characteristics), (c) schools should place more emphasis on teaching attitudes, and (d) administrators should be more involved in planning and leadership rather than simply maintaining the status quo of the school system. Conclusions were:

1. Educational goals and objectives should be clearly defined and methods of measuring progress toward these goals developed.

2. Educators should examine the attitudes inculcated by the present educational system (e.g. the purpose in learning is to get a good grade) and restructure the system to put primary emphasis on teaching of desirable attitudes towards responsibility, integrity , learning, etc. Moreover, the education system should emphasize attitudes rather than skills because (a) skills will be learned more readily if the student has positive attitudes towards learning and (b) the changing society will demand different skills over time.

3. Educational administrators should look outside the field of education for new methods of planning and administration which would result in controlled change and improvement of the education system over time.

1
INTRODUCTION AND METHODOLOGY

RELATIONSHIP OF PRESENT REPORT TO OVERALL PLANNING PROCESS

As a second phase of a two phase study the present report both details the initial statements of educational need made by state residents and adds more insight into underlying educational problems. The first report concentrated on a questionnaire approach to allow a cross section of the population to give their perceptions of Washington State educational needs. One of the principal purposes of the present study was to gather in-depth information from the same representative sample of state residents on the same needs, through group interviews rather than questionnaires, and to transmit that information to the Title III Advisory Council with a minimum amount of editorializing.

The consultants have made every effort to maintain objectivity and to select those verbatim statements from transcripts of group discussions which represent a majority perception of the groups interviewed. However, in recognition that it is at least possible, if not probable, that some editorial biases will intrude, complete transcripts of the audio tapes from each of the group discussions held throughout the state have been made available to the Office of the Superintendent of Public Instruction. Hence, members of the Advisory Council or state educational personnel may refer to the transcripts for either a broader view of public perceptions or the exact context of statements presented in the report. It is, of course, not possible to present more than a very small portion of the transcripts in this report since the total transcription runs to approximately thirteen hundred pages.

The following chapter details the underlying problems for each of the needs statements which were articulated in the initial report. The purpose of this chapter is to set the context for the overall planning process undertaken by the state in keeping with national Title III requirements and to briefly discuss the methodology and the relationships of the various dimensions of learner needs that are discussed in both the Phase I and Phase II reports.

The information presented in this and in the Phase I report will serve two functions for the State Title III Advisory Council:

1. It will serve on an interim basis as a qualitative, rather than a quantitative, assessment of educational needs in the State of Washington and consequently will assist the Council in judging applications for innovative and exemplary grant funds.

2. It will serve as background information for the Council in articulating goals and quantifiable objectives as the first step in a continuing measurement of educational progress in the State of Washington.

In fulfilling the above functions, the primary strength of the research approach used here is that it includes viewpoints from outside the educational institution as well as within it. Consequently, it does not unnecessarily restrict the viewpoint of the Advisory Council in determining goals, as well as strategies, which are innovative and could be employed in the state educational system. The primary weakness of this research, and one which, it is hoped, will be rectified in the near future, is that it does not assess needs using quantitative measurements relative to specific objectives and thus cannot be replicated precisely in the future in order to determine progress of the educational system. Hence, while the present report is a necessary and vital point of departure in the planning process, its value is of limited duration.

The next step in the planning process to which the Advisory Council will address itself (the statement of goals and quantifiable objectives) is an extremely important element, not only for administration of Title III funds, but for administration of the public school system in the state.

The overall planning process is generally accepted as a linked circuit, or continuum, of activities which a) identifies problems, b) performs analyses of the problem, c) generates alternative solution strategies, d) develops a detailed plan for achieving the solution deemed to be most acceptable, e) implements the plan f) evaluates the progress of the plan, g) disseminates the information to various entities involved in planning and h) feeds back again to the first step for further refinements in the planning process. The planning process, then, is a continuing activity oriented toward refinement and improvement of the total educational system. The present report fits into the first step in the planning process, the identification of problems. Problems are identified through a determination of (1) what should be (goals and objectives), and (2) what is (present status or levels of achievement), and (3) the discrepancies between what should be and what is. It can be seen, then, that the information included in the Phase I and Phase II reports is a necessary framework for articulating the goals and objectives for the state educational system.

SUMMARY OF METHODOLOGY

The methodologies employed during both the first and second phase projects are summarized here in order to familiarize the reader with constraints in using the information. The approach used in Phase I was to determine educational needs through a combination of self-administered questionnaires, mail questionnaires and focus interviews, backed up by research of secondary source material and consultation with experts in the fields of education, psychiatry and psychology. The study involved interviewing six different types of respondents: (1) teachers, (2) non-teaching staff, (3) senior high students, (4) parents, (5) businessmen, and (6) dropouts. The respondents were interviewed at six different locations which were thought to be representative of the various ethnic, geographic and school district sizes within the state. The sample developed for the survey was designed to yield information on statewide student educational needs and on the needs of specific types of populations and designated geographic areas. Accordingly, all the school districts in the state were classified in regard to location, ethnic composition and size of the school population. After the classification, a sample school district was selected from each category. The districts selected represented urban metropolitan, urban non-metropolitan, suburban, rural, rural ethnic, and urban disadvantaged.

Within each of the sample areas, two high schools, two junior high schools, (where they existed) and two elementary schools were selected for inclusion in the survey. The schools selected generally reflected the ethnic composition of the school district. The questionnaires used for the teacher, non-teacher, student and parent surveys were self-administered. However, since it was felt that students might need more help in completing their questionnaires, student questionnaires were administered in a group situation. The students received an initial explanation of the study and individual assistance where needed. Since educational needs cover such a diversity of subjects and since a questionnaire can be somewhat inhibiting, focus interviews were used to collect additional information on respondents' views. The focus interview is a probing technique for gathering information about opinions and preferences. It is generally conducted with groups of seven to ten participants by staff trained in group interviewing techniques. Every effort is made to encourage the participants to express their opinions and attitudes on all aspects of the subject being discussed.

While the interviewing resulted in statements of educational needs, they unfortunately tended to be stated in terms of solutions, such as remedial education programs, teaching equipment and materials, etc., rather than statements of underlying problems.

Phase II concentrated on probing for the underlying reasons for the perceived needs indicated by the respondents in the Phase I report. The primary vehicle for analysis was again the focus interview, since the group setting generally leads to greater stimulation and involvement of the participants in the subject under discussion, with the result that deeper consideration is given to several facets of a single topic, such as "teaching equipment and materials." For the most part, focus interviews were held with the same participants and in the same areas as were covered in the Phase I research. However, dropouts were not covered in Phase II and only one rural area rather than two, was covered. Further, an interview area was added in order to gain insights into the educational needs of children of a more mobile population such as construction workers and military personnel. The sample school districts used in the study are listed and defined in Table 1.

TABLE 1

TYPE OF SCHOOL DISTRICT	DEFINITION	SAMPLE SCHOOL DISTRICT
Urban Metropolitan	A school district located in a standard metropolitan statistical area.	Spokane
Urban Disadvantaged	A school, or schools, located within an urban metropolitan district having a minority group enrollment of 20% or more.	Seattle Central Area
Urban Non-Metropolitan	A school district within an incorporated city with a population of 15,000 or more and not defined as a suburb	Yakima

Urban High-Mobility	A school district with a highly mobile school population due to local business conditions.	Bremerton
Suburban	A school district in an area contiguous to an urban or urban non-metropolitan district	Lake Washington
Rural	A school district with a population of less than 2,000 with less than 20% of the enrollment made up of minority groups.	Onalaska
Rural Ethnic	A rural school district with a school population of less than 2,000 of which 20% or more is composed of a single minority group.	Cape Flattery

A total of thirty-four focus interviews were held altogether. Each focus interview lasted approximately two hours and was generally attended by two interviewers from Consulting Services Corporation. Each of the interviewers took notes and subsequently completed an "interviewer report form". The interviewers stayed in the background as much as possible and yet guided the course of the interview along specific topical lines, avoiding to the maximum extent possible a question-answer session. After the interview, the tapes were transcribed, analyzed on a line by line basis and classified according to a new classification system shown below. The analysis of each transcript was checked by a second analyst to eliminate possible bias. The new classification system was developed in order to add a new dimension to the original statements which, as mentioned previously, were largely in terms of solutions. The six classifications were developed by reviewing a cross section of interviews from several different locations and several respondent types. As a result of considerable staff and outside consultant discussions, needs were defined which were common to each of the sample areas covered. The needs are specified below.

1. There is a need to develop student involvement, encouraging student interest and participation in the learning process, providing experiences of responsibility and authority, and participation in decisions concerning their education.

2. There is a need to establish educator-learner relationships which promote understanding, respect and communication between students and educators.

3. There is a need for building the self-image of the student to provide him with a sense of dignity and pride, to foster self-esteem and a sense of identity, encouraging self-confidence and a willingness to compete.

4. There is a need to reorganize curriculum structure in conjunction with re-examining the content of subject matter taught in the schools.

5. There is a need to promote community involvement and to encourage the participation of the community in the educational system for the purpose of defining and achieving educational goals.

6. There is a need for the personnel involved in educational administration to provide the processes by which educational goals are defined and resources coordinated to achieve the goals.

It is recognized that the above list could be extended to, say, ten or fifteen classifications or, for that matter, an entirely new or different list could be developed. While the choice of words or phrasing of the six needs is somewhat arbitrary, its purpose was to clarify underlying problems for the Advisory Council in order that they could obtain a clearer understanding of the public concerns regarding education and hence be in a better position to articulate Title III goals, objectives and strategies. It is extremely doubtful that a new or extended list could further clarify educational needs in the state. New lists of needs and additional classification systems could be prepared indefinitely without significantly easing the burden of the Advisory Council in selecting applications for grants or specifying goals and objectives.

At the conclusion of each focus interview, respondents were given a list of the above six classifications and asked to rank them in order of priority, recognizing magnitude of need and social urgency. The respondent ranking of the educational needs is shown below in comparison to the ranking based on the amount of discussion (as determined by a line count of the classified transcripts) for each of the needs during the focus interview. The line count is presented only as a point of comparison between what the respondents considered to be the most critical educational priorities as opposed to the amount of time they discussed it. The line count is not considered to be a meaningful analytical tool, since it would be influenced significantly by such factors as respondent inhibitions (for example, although a good "self-image" was ranked fairly high by respondents, they chose for personal reasons not to discuss it in a group situation) "cueing" by the interviewers, the amount of time available for each interview, the dominance of a single person in the interview, etc.

TABLE 2
COMPARATIVE RANKING: PHASE II
RESPONDENT RANKING AND LINE COUNTS

	Respondent Ranking	Line Count
Student Involvement	1	3
Self-Image	2	6
Educator-Learner Relationships	3	2
Curriculum Structure	4	3
Educational Administration	5	1
Community Involvement	6	5

The two tables on the following pages compare needs ranked by respondents from Phases I and II, both by geographic area and by type of respondent. It should be emphasized that quantitative correlation of Phase I and Phase II needs is not possible. They are simply different dimensions, or viewpoints of educational problems and needs within the state. It might be mentioned however, that the same generalized needs (i.e. "changes in curriculum" as opposed to a more specific need such as "changes in remedial education programs") appeared to be major public concerns in both the Phase I and Phase II interviews. The major concerns of Washington State citizens from the Phase II study are in the order that they were ranked by respondents: 1) student involvement, 2) self-image of the students, 3) educator-learner relationships, 4) curriculum structure, 5) educational administration, and 6) community involvement. A close review of the comparative tables will show that several of them have appeared in the Phase I needs which were developed from an open ended questionnaire format.

"Student involvement", for example, the highest ranked need from the Phase II study, is related to one of the top ranked needs from Phase I: "Opportunities for Students to Develop Their Own Ideas." Other Phase II needs which relate to Phase I include "Curriculum Structure" which relates to "Changes in Curriculum", "Educational Administration", which relates to "Changes in School Atmosphere and Attitudes of School Administrators", and "Educator-Learner Relationships" which relates to "Changes in Student Teacher Relationships" as well as "Teaching Methods."

TABLE 3

COMPARATIVE RANKING OF NEEDS BY RESPONDENTS: PHASE I and PHASE II BY GEOGRAPHIC AREA

Phase I Needs (Solutions)	Overall	Urban Metro-politan	Urban Disad-vantaged	Urban Non-Metro	Suburban	Rural I	Rural II	Rural Ethnic	Urban High Mobil-ity
Provision for Individual Instruction	1	1	1	1	1	7	5	7	-
Teaching Equipment & Materials	2	9	5	2	9	3	1	1	-
Vocational-Technical Programs	3	2	9	8	4	1	3	4	-
Remedial Education Programs	4	4	4	3	3	4	-	2	-
Changes in Curriculum	5	3	-	7	2	-	2	3	-
Counseling & Guidance Programs	6	6	3	5	6	2	10	6	-
Teaching Methods	7	7	6	4	5	-	6	-	-
Changes in School Atmosphere & Administrative Attitudes	8	5	7	10	7	5	-	5	-
Changes in Student-Teacher Relationships	9	10	2	6	8	-	9	9	-
Opportunity for Students to Develop Own Ideas	10	8	10	9	10	9	7	8	-
Phase II Needs									
Student Involvement	1	2	3	2	1	1	-	3	1
Self Image	2	4	4	1	3	2	-	1	2
Educator-Learner Relationships	3	6	2	3	3	3	-	2	4
Curriculum Structure	4	1	1	4	5	3	-	6	3
Educational Administration	5	2	4	6	2	5	-	4	5
Community Involvement	6	5	6	5	6	6	-	4	6

TABLE 4

COMPARATIVE RANKING OF NEEDS: PHASE I and PHASE II BY TYPE OF RESPONDENT

Phase I	Overall	Student	Teacher	Parent
Provision for Individual Instruction	1	7	1	1
Teaching Equipment & Materials	2	1	4	6
Vocational-Technical Programs	3	9	5	2
Remedial Education Programs	4	6	3	10
Changes in Curriculum	5	10	2	8
Counseling & Guidance Programs	6	8	6	3
Teaching Methods	7	5	8	7
Changes in School Atmosphere & Administrative Attitudes	8	3	9	-
Changes in Student-Teacher Relationships	9	4	-	5
Opportunity for Students to Develop Own Ideas	10	2	-	-

Phase II	Overall	Student	Teacher	Parent
Student Involvement	1	1	2	3
Self Image	2	4	1	2
Educator-Learner Relationships	3	3	4	1
Curriculum Structure	4	2	3	5
Educational Administration	5	5	4	3
Community Involvement	6	6	6	6

2

DETAILING OF CRITICAL EDUCATIONAL NEEDS DEVELOPED IN THE INITIAL STUDY

During the first quarter of 1969 an initial study of student educational needs was conducted by Consulting Services Corporation for the Washington State Office of the Superintendent of Public Instruction (OSPI) and Title III Advisory Council. During the course of that study, statements of educational needs were ranked by teachers, educators, and students from several representative locations throughout the state. The purpose of this chapter is to add detail to the needs which were stated in the initial study. The needs were stated rather generally at that time and mostly in terms of solutions, rather than underlying learner problems. It is hoped that this chapter, by detailing the underlying learner problems, will offer insights as to why the needs were ranked as they were by the respondents.

The format of this chapter is to take the five top ranked needs for each of the representative areas covered in the initial study, such as rural and urban disadvantaged, and to detail them from the viewpoint of teacher, student, and parent respondents. In many instances, respondent groups expressed divergent opinions regarding the need for, say, vocational education. In all cases the opposing viewpoints are given if they are considered to be representative of the group interviewed.

▪ URBAN METROPOLITAN

The Spokane School District was selected to be representative of urban metropolitan areas. The district is faced with the problem of size--enrollment is over 35,000--and of providing an education attuned to the needs of students from diverse socio-economic backgrounds.

Need #1
Provisions for Individual Instruction

Students wanted individualized instruction because they felt teachers viewed them simply as "units to be instructed" rather than human beings with individual identities and interests. They believed the impersonal system deterred learning because students

felt little involvement in their own education, a problem they thought could be alleviated by individualized instruction. Teachers articulated the same concern as students and added that the grading system was a major factor in preventing students studying subjects in which they were interested and in venturing into new study areas. Students chose a subject not on the basis of interest but according to how good a grade they could get in it and therefore its effect on their grade point average. Teachers said that individualized instruction which would exclude a grading system was necessary to overcome the problem of students' interest and potential going undeveloped. Parents shared the teachers' concern about grading and thought individualized instruction necessary because the present school program did not adequately adjust to different rates of learning and different abilities. Thus a student's ability (particularly a bright student) was warped by assuming that students should conform to "average" rates of progress.

Need #2
Vocational-Technical Programs

Students thought more vocational-technical programs were needed because the curriculum placed too much emphasis on preparation for college. Students who had little academic ability had few courses in which they could experience success. Students also thought the vocational program should be updated because they were still being taught to make things by hand when there were machines to do the same job. Teachers thought vocational-technical courses relative to professional occupations were needed because parents, and consequently some students, deprecated jobs for which college is not required. Some teachers thought that the vocational programs should be changed because students did not graduate with specific job skills that enabled them to get a job immediately. However, other teachers felt that this was not an appropriate part of a high school vocational program. Parents felt vocational-technical courses were needed to give students practical experience and to prepare them for entering the labor market.

Need #3
Changes in Curriculum Organization and Content

Students said that the curriculum should be changed because it did not address the problems of today and help students deal with situations confronting them such as alcoholism, current world problems and sex education. Teachers felt that the major need for change lay in the organization of the curriculum rather than in its content. Present scheduling did not allow students to follow an individualized study course and to work at their own rate. Parents said that curriculum changes were needed in order to give students a better appreciation of responsible citizenship. They felt that students lacked understanding of concepts such as capitalism and law and order.

Need #4
Remedial Education Programs

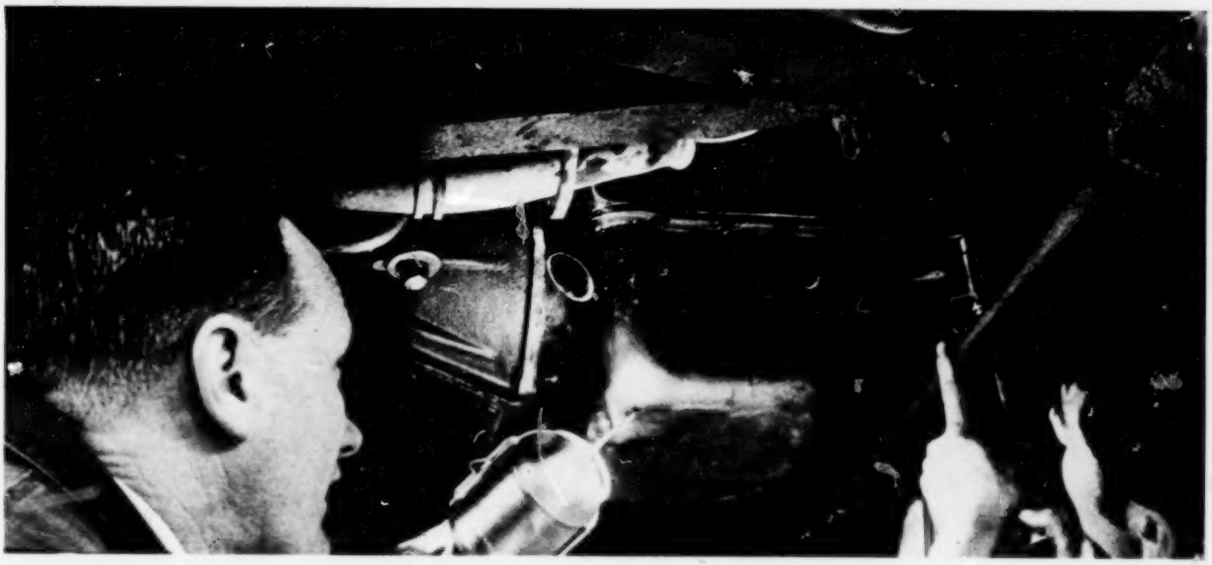
Students said that reading programs were needed because (a) some students did not achieve basic reading skills in the lower grades and (b) students who had mastered the basics of reading needed ongoing help to improve their reading speed, particularly if they were going to college. Teachers thought that the present reading program needed changes because (a) students with reading difficulties were made to feel inferior and (b) many students, although they learned to read adequately, did not develop a real interest in reading. Parents did not discuss remedial education programs.

Need #5
Changes in School Atmosphere and Attitudes of Administrators

Students wanted changes in the school atmosphere and attitudes of administrators because they felt that student values and interests were considered inferior by administrators and teachers. Students also wanted changed attitudes on the part of teachers and counselors because few could understand or were aware of the concerns of students. Teachers wanted changes in the school atmosphere because the inflexibility of the educational institution pressures the student to conform to certain expectations in terms of achievement levels, etc., leaving no room for individuality or for students to feel any real involvement in learning. Parents wanted changes in attitudes of administrators and teachers because they felt there was inadequate communication between parents and teachers at present. Parents were also concerned about (a) a school atmosphere which was too permissive, (b) the school's apparent inability to provide support for parental codes of conduct, and (c) the lack of leadership on the part of administrators.

URBAN DISADVANTAGED

The location selected to be representative of urban disadvantaged areas was the Seattle Central Area. The area has a substantial enrollment of minority group students (many of whom come from disadvantaged homes) and includes schools in which there are racial tensions.



Need #1
Provisions for Individual Instruction

Students wanted individual instruction because they wanted to be able to explore subjects which interested them and would help them to decide on a vocation. Teachers said individual instruction was needed to compensate for the lack of attention many students had at home and to overcome reading difficulties experienced by many students. Teachers also felt that working with students on an individual basis and recognizing individual points of view would improve communication between students and teachers. Parents wanted individualized instruction because teachers were presently unfamiliar with each students' particular problems and personality. They felt greater familiarity with an individual student would help communication and understanding between parents and teachers. Administrators saw individualized instruction as a means to provide the motivation a student needed to stay in school and go on to higher education.

Need #2
Student-Teacher Relationships

Students wanted more communication and mutual respect between teachers and students because they felt that students could not express their ideas freely and their opinions were given no weight by teachers. Teachers and parents were concerned about student-teacher relationships because they thought that white middle class teachers lacked the sensitivity to the black culture, language and ghetto life and consequently were unable to relate to Central Area students. Administrators and students said that student-teacher relationships were impaired by teachers who were not comfortable with their subject or not interested in teaching them because students became aware of the situation and reacted negatively to the teacher.

Need #3
Counseling and Guidance Programs

Students and teachers wanted changes in the counseling program because students presently had no one in whom they could confide personal problems. Also, they had inadequate vocational information. Students said that although they were informed of academic requirements for a job they got no feel for the everyday situations they would face in a given job and so were unable to make an informed choice about their vocation. Students also said there was need for Oriental counselors because some Oriental students who spoke little English had difficulty in understanding what they were expected to do in school. In contrast to students and teachers, parents thought there was too much emphasis on vocational counseling and insufficient attention given to steering students toward college. Consequently, able students did not realize their full potential.

Need #4
Remedial Education Programs

Students wanted courses provided in the public schools to help Oriental students who spoke little or no English. Parents, teachers and administrators wanted changes in the reading programs because substantial numbers of Central Area students were simply not learning to read adequately. Their major concern was that present reading materials were based on experiences foreign to the average Central Area student and bore no relationship to ghetto life, or subjects such as sports or auto mechanics in which students were interested.

Need #5
Teaching Equipment and Materials

Students and parents wanted equipment and materials because they thought existing material presented a biased view of black history and achievements. Further they thought that teaching materials that discussed only black history or only Oriental history were inadequate because they did not contribute to harmony between racial groups or demonstrate that all groups made contributions to the growth of America. Students were also concerned that too much reliance on existing materials, particularly textbooks, rather than newspapers or magazines resulted, in their studies being neither current nor relevant to what is happening today. Administrators and teachers wanted more equipment to help them teach students having difficulty in reading. They thought that more equipment would enable them to devise flexible, individualized approaches geared to the problems of an individual student.

▨ URBAN NON-METROPOLITAN

The Yakima School District selected as representative of urban non-metropolitan areas has an enrollment of approximately 13,000. While it is one of the larger districts in the state it does not have the problem of size that confronts a metropolitan area. The district does, however, have to cater to students from diverse socio-economic and ethnic groups.

Need #1
Provisions for Individual Instruction

Students wanted individual instruction because present curriculum and scheduling did not allow them to study subjects on the basis of interest. They felt that it was necessary for students to be able to study a subject in which they were interested when, and for as long as, they were interested in it if they were to use their time in school to learn as much as possible. Teachers, parents, and businessmen said individual instruction was necessary because students' individual abilities, problems and personalities were presently given insufficient attention. Consequently, home problems and reading difficulties went unaided until they were glaringly obvious and special talents were not always developed.

Need #2
Teaching Equipment and Materials

Students and parents wanted teaching equipment and materials, especially video-tape, because they felt that present materials did not reflect current world or community problems. Students also wanted up-to-date equipment for vocational courses, especially equipment they would be likely to use on jobs after graduation. They felt that using out-moded or insufficient equipment neither gave them an opportunity to develop marketable skills nor made them aware of situations they would encounter on the job. Businessmen articulated the same need. Students also mentioned the need for equipment and school facilities to be available for use outside normal school hours because many students were bored in the summer and would like to study subjects of interest to them. Teachers wanted additional equipment and materials because at present they could not provide sufficiently individualized teaching to reach students having learning difficulties and students who lacked interest in school. They felt that materials such as programmed units would enable them to provide individual instruction normally not available when a teacher has to pitch his material to a whole class.

Need #3
Remedial Education Programs

Students and parents wanted additional reading programs because at present many students were not learning to read with adequate comprehension and speed and consequently were not progressing normally in any subject they were studying. Businessmen wanted more remedial programs in all the basic skills because they felt that some high school graduates did not have a sufficient grasp of reading, writing and spelling to be able to hold a job. Teachers wanted more remedial programs especially for Mexican-Americans, because language difficulties led to poor self-image and high drop-out rate.

Need #4
Teaching Methods

Students and parents wanted changes in teaching methods because current approaches treated the student as the recipient of education rather than the participant in education. Lectures (rather than class discussions) and "the right answer" (rather than respect for everybody's opinion) gave students little opportunity to become involved in their own education and to gain self-confidence by being allowed to express their own opinions and have them heard and respected by the teachers. Some parents also mentioned a need for more uniformity in the teaching methods used. They felt students were unduly confused by lack of consistent teaching objectives within a given school. An example given was students going from a class where spelling was stressed to one where it was deemed unimportant. Teachers were concerned about teaching methods because they felt that students were not being encouraged to think for themselves, and to develop analytical abilities. Instead they were simply being "handed knowledge" as if it was a commodity at a department store for learning.

Need #5
Counseling and Guidance Programs

Students and teachers thought that the present counseling program did not meet student needs because (a) the counselor's role as disciplinarian gave them no one with whom they could talk over personal problems and (b) students did not receive adequate information on vocational opportunities and course requirements, causing some students to fail to qualify for jobs they wanted.

An example given was that many students did not realize that two years of shorthand were normally necessary to acquire sufficient skills to get a job as a stenographer. Hence, many left shorthand until their senior year only to find they did not have enough time to gain the prerequisite skills. Teachers also thought more coordination was needed between themselves and counselors. Lack of teacher-counselor coordination resulted in students being placed in courses in which they could not succeed and in the teachers' authority being undermined by contrary advice. Businessmen said a family counseling program was needed to deal with home problems and so allow students to concentrate on learning. They also thought that counselors did not have sufficient familiarity with business opportunities and requirements. Parents wanted changes in the counseling program because they felt they were not fully informed about their child's progress in school. In particular if a student had problems, they were not told and their help was not enlisted until the problem became serious.

SUBURBAN

The Lake Washington School District was chosen as an example of a suburban school district. Located close to an expanding urban area it has experienced rapid growth in its school-aged population in the last decade. The vast majority of students and teachers come from white middle class families.

Need #1
Provisions for Individual Instruction

The concern about individual instruction in part reflects public awareness of experimental individualized programs in the Lake Washington School District and a desire to see more students benefit from these programs. Students wanted more individualized instruction because they felt they could not presently develop their individual interests and abilities but were forced to conform to the concept of "the average student." Teachers articulated the same need as students and added that greater individualization was necessary because the present system does not allow the student to make his own decisions and inhibits the growth of confidence in his own abilities. Parents felt more individualization was needed because group instruction failed to take account of differing abilities and maturity. However, some parents and students had reservations about individualized programs, feeling that some students would fail to prepare themselves for college.

Need #2
Curriculum Organization and Content

Students wanted changes in the curriculum content because existing courses did not appeal to the interests of all students, (a concern closely related to the need for individualized instruction) and did not provide courses relevant to today's world. They also thought curriculum organization should be changed because they had insufficient time for individual research and study. Teachers thought the curriculum should be changed because students were not being taught adequate evaluative and analytical skills. Parents thought curriculum changes were needed because students were not being adequately prepared in the arithmetical and language skills that they needed in everyday life. Further, they were concerned that students did not have sufficient information to deal with questions such as drug abuse and premarital sex that they would encounter in their own lives.

Need #3
Remedial Education Programs

Students wanted additional reading programs because students going on to college did not have sufficient reading speed and comprehension to handle college work. Teachers wanted a restructuring of elementary reading programs because they were based on teaching a group at a set rate and did not take into account differences in a student's level of maturity and interest. Parents thought that present reading programs did not include sufficient diagnosis of reading problems. Consequently, children with handicaps such as dyslexia were not identified and helped early enough in their school careers.

Need #4
Vocational-Technical Programs

Students, teachers and parents felt there was a need for improving the status and range of the vocational program in order to counteract social pressures that forced students into college preparatory courses regardless of their abilities. Students added that the vocational program needed to be up-dated because few of the courses included instruction on using the modern industrial machines.

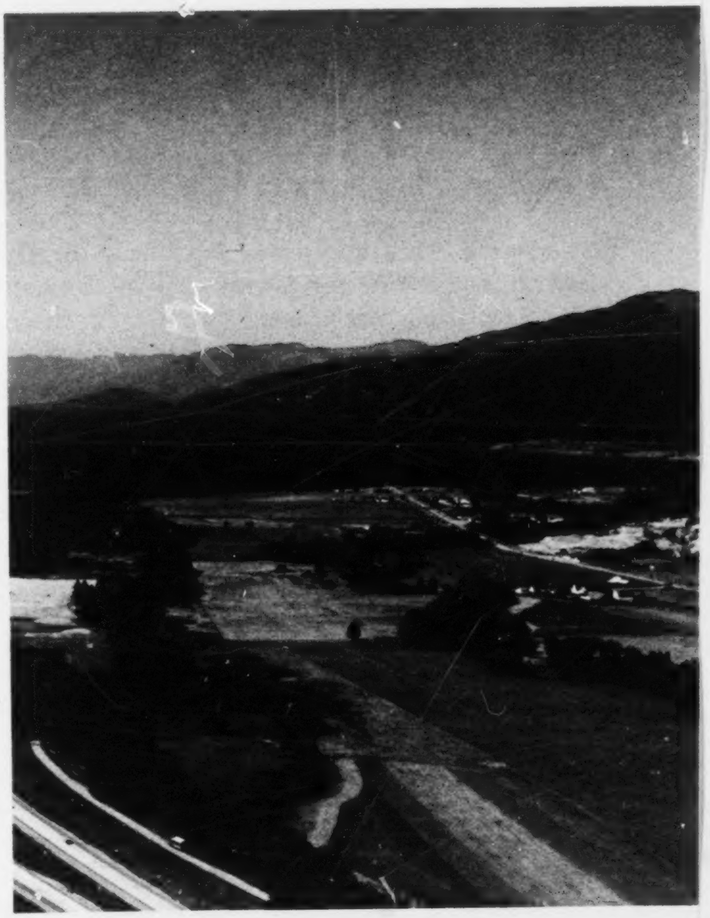
Need #5
Teaching Methods

Students, teacher, and parents wanted changes in teaching methods because current approaches do not (a) directly involve students in the learning process, (b) do not always capture students' interest and (c) do not draw on community resources to bring the outside world into the classroom. Further, teachers thought that teaching methods should be re-examined since they were generally based on communicating a subject to a student rather than finding out what students were interested in and gearing teaching to that.

■ RURAL SCHOOL DISTRICT

The rural area selected was Onalaska, a small school district with an enrollment of approximately 600 located in an agricultural and logging community in Lewis County. The community is situated off major communications routes. Many families are in the low income bracket.

Need #1
Vocational-Technical Programs



Students wanted the vocational programs to be expanded so that they could learn job skills to prepare them to either work their way through college or to find jobs on leaving school. Similarly, parents and teachers emphasized the need for training in a wide variety of vocational skills because at present the students "were ready for nothing" when they graduated, and largely restricted to logging and agricultural jobs in the immediate community. Parents and teachers also saw the vocational programs as a means of broadening the students' horizons. They thought students needed to be exposed to a variety of opportunities so they could make an informed choice about careers. Students wanted subjects such as mechanics added to the curriculum because they were interesting to the students and useful in his everyday life.

Need #2
Counseling and Guidance Programs

Students stressed the need for a good counseling program because in their community they were dependent on a counselor for up-to-date information on vocational opportunities, college entrance requirements, and scholarships, there being no other local sources of information. Teachers agreed with students on the type of counseling needed. They felt that counseling was very important in their district since students often had limited horizons and were familiar only with the limited opportunities available within their community. Teachers also felt that counseling was needed for parents because poor education, a lack of information on school problems and a hesistancy to become involved in their child's education resulted in poor student motivation. Parents were concerned about the counseling programs because they felt students were not getting the help they needed in deciding what they wanted to do and in choosing appropriate courses in school.

Need #3
Teaching Equipment and Materials

Students wanted materials and equipment because they wanted to bring more currency to their classes and to study such things as the Apollo Moon Landing when they occurred. They also wanted equipment, especially science equipment, because they wanted to take a more active part in learning and to study in greater depth the subjects in which they were most interested. Teachers wanted programmed materials both to supplement the curriculum by providing stimulating courses for bright students and to help gear teaching to the individual student. Parents (and teachers) wanted a greater variety of materials, especially for reading, because many students were uninterested and bored by materials which had no relation to their interests or experiences.

Need #4
Remedial Education Programs

The need expressed for remedial education programs was almost entirely related to parents and teachers concern about reading problems. Students barely discussed the subject. Parents and teachers felt that reading skills needed special attention in the lower grades rather than in high school because reading was a basic tool of learning and inadequate skills resulted in under-achievement and loss of confidence. Teachers felt that reading problems occurred because students came from homes where parents had a limited education and did not provide the student with any academic background. The result was poor student motivation. Parents felt that reading problems occurred because of lack of individual attention in the lower grades and inadequate provisions for students maturing and learning at different rates.

Need #5
School Atmosphere and Attitudes of School Administrators

Students felt that school atmosphere had improved with the change of administration. Previously they said, there had been two problems (a) a lack of communication between administrators and staff and (b) a lack of focus on student needs. Some students felt that there was a need for the administration to entrust them with greater responsibility because they had few experiences that enabled them to learn self-discipline and be able to handle adult responsibilities. Teachers felt that, generally, school atmosphere was good and at present little needed changing. However, if the curriculum were over-hauled students should be involved in the planning so that the updated curriculum would be in line with students' interests. Parents felt that there should be less emphasis on college preparation since students experienced too much pressure (resulting in high school drop-out for some and early failure in college for others) when their abilities and interests lay elsewhere.

▨ RURAL DISTRICTS WITH SUBSTANTIAL MINORITY GROUP ENROLLMENT (RURAL ETHNIC)

The location selected to be representative of rural ethnic areas was at Neah Bay. The student body is approximately 75 percent Indian, although many are of mixed blood. Teacher housing is provided in a campus separate from the community. The community is quite isolated from the outside world. Transportation is only by car, and the nearest comparison goods shopping is a difficult drive of well over an hour. Most families are in the low income bracket. Teacher turnover approximates 50 percent per year.

Need #1
Teaching Equipment and Materials

Students wanted equipment and materials, especially educational TV or video tape, because they felt the present teaching methods and materials were neither current nor relevant to what was happening in the outside world. Video tape would bring the outside--and current--world to them and minimize their reliance on outdated and inaccurate books, as well as teachers who lectured to them, rather than involving them in the learning process. Teachers wanted equipment and materials because they felt it would relieve them of "much of the drudgery" of teaching and because it might make the subjects more interesting to the students. Parents (and students) wanted new textbooks and materials that would allow students to feel some pride in their heritage and to realize their position in contemporary society.

Need #2
Remedial Education Programs

Students felt that remedial programs were needed because the students were from an ethnic minority and consequently had special problems (such as language, feelings of inferiority, etc.) which were not adequately dealt with by the present school system; hence, students fell behind, lost confidence, and eventually dropped out. Teachers felt that remedial education was needed because it would compensate for (a) the lack of parental motivation of the children, and (b) language difficulties which were the source of many student problems in the higher grades. Parents felt that remedial education was needed for the same reasons as were articulated by students and teachers.

Need #3
Curriculum Organization and Content

Students said that curriculum organization and content should be improved because it did not recognize the unique local environment -- was in fact so oriented to a white middle class culture that it actually created student problems such as lack of confidence. Teachers thought that curriculum changes were not required. They believed that the obvious student underachievement could be solved by more staff and money. Parents thought that curriculum changes were necessary because students were not learning how to apply their knowledge in practical situations or learning subjects that would help them earn a living on the reservation--where the vast majority of Indian students remained after graduation. Parents also thought the curriculum was deficient because it did not include subjects that would build individual pride and dignity.

Need #4
Vocational-Technical Programs

Students, parents, and teachers felt that the present vocational program did not meet the students' needs because (a) it did not counteract geographic isolation and expose students to a variety of vocational opportunities available elsewhere, (b) it did not prepare them adequately to earn a living on the reservation, and (c) it did not provide them with sufficient involvement and application of principles to assure either interest and achievement in the classroom or a reasonable chance for success in a practical, working situation. Further, students felt that the vocational programs had to be given more prestige in the school because most students viewed enrollment in a vocational course as tantamount to failure; hence, many selected college preparation courses, although they did not have the ability nor were inclined to attend college.

Need #5
School Atmosphere and Attitude of Administrators

Students and parents thought the role of students in school should be changed because students are not presently given "real" responsibility--the type which requires a delegation of authority and which would prepare them for their responsibilities as adults. Students and parents also perceived that confidence and self-image were eroded either by the students being treated as incapable of exercising any responsibility or by the school's granting of mock responsibility (i.e., student government, class officers, etc.). Parents felt there was a need for administrators to involve the community in the school because (a) the school was not oriented to local needs, (b) student motivation was poor due to lack of parental involvement, and (c) school staff had little understanding or appreciation of the cultural background of their students. Teachers and students felt there was a need to improve the attitudes of students toward teachers and vice versa because of the lack of mutual respect and communication.

3

STUDENT INVOLVEMENT

Student involvement, or the desire of high school students for greater participation in their own education and in decisions about their future, is probably the key to what is happening in the schools today. Students are interested in the modern, fast changing world; they want that world reflected in school and school experiences to prepare them to live in modern society. The failure of schools to reflect today's world, combined with the increasing reluctance of students to accept without question a passive role in the school system, has led some students to ask whether they should be learning subjects of interest to them rather than "required subjects", whether they should be actively seeking knowledge rather than being "handed education", and whether they should feel some immediacy and purpose in attending school.

Students in all interview areas spoke of the lack of involvement many students felt in school; however, opinion varied considerably as to whether this situation was a problem that needed solving or simply a natural, and probably unchangeable, part of the school system. Although students talked about involvement in learning more than did teachers or parents, there was nevertheless a distinct awareness - and concern - on the part of teachers and parents about student - school alienation.

In discussing student involvement, interview participants concentrated on two main topics:

a) Student interest and active participation in learning.

b) Student experience of responsibility.

Comments made about involvement varied from descriptions of existing non-involvement to discussions of the pros and cons of increased student responsibility and suggestions for change. Many of the comments concerned the curriculum and administrative structure, subjects which will be discussed in subsequent chapters.

STUDENT INTEREST AND PARTICIPATION IN LEARNING

> "Lots of kids feel that the school is just a place to come and sit, go to sleep and then go home. There is nothing to motivate you, nothing to interest you."[1]

The above statement, made by a student in a suburban area, is an extreme example of lack of interest in school. Students in other areas expressed the same sentiment in regard to specific classes. A teacher suggested a reason for the problem:

> "You have some fellows here, who do not connect school with any meaningful thing they are going to do in the future. There is one fellow here who is going to quit school to be a service station attendant. And he says he doesn't want to be a service station attendant all his life, but he doesn't like school either."[2]

A teacher in a different area, speaking of a situation she would like to see, suggested a possible solution to student disinterest in school:

> "Somehow what that kid does in that school on any day should be something he feels is worth doing. He shouldn't be doing it because it's going to help him make a living ten years later, or because it's going to make it possible for him to pass a math course in college, or any other course any other time. It should be something appropriate to that kid at that time, and that's all."[3]

There seemed to be two factors at the root of student disinterest and non-participation in school: a) irrelevant subject matter and b) teaching methods that leave no room for student participation.

Students expressed their frustration with the present education system:

> "If the student can't identify with it, he doesn't want to learn it, that's the way I look at it. So when I see the (war in Vietnam) moratorium all around me, that interests me and I'm behind it. Then why can't the teachers do something about what I'm interested in and the things that are happening today? That way they could identify with it and go home and read the Saturday Review or Newsweek."[4]

> "I don't want just to look at the structure of a leaf in a text book. I want to see it under a microscope and find out for myself."[5]

Teachers addressed the same problem:

> "Having a teacher say, 'Okay open your mind up I'm going to shovel in some of this knowledge.' I think probably what we're all saying is we want to give **THEM** the shovel for a while too, and then we'll guide them where to dig now and then. Let them have the experience of searching instead of we give them the questions and then answer for them."[6]

However, not all teachers agreed on the reasons for students' lack of interest in learning:

> "Well, too many students don't want to learn. Even though there are fundamentals - I had to learn fundamentals, writing and arithmetic - and they don't want to learn unless they are interested. They don't get the advantage of it right away, but if there is no advantage then they don't want to do it...That's the current trend. Everyone wants immediate rewards and they don't want to invest and sacrifice and wait for things."[7]

Similarly, parents had differing opinions, but the majority would probably agree with the parent who was speaking of a reason for student non-involvement in learning when he said:

> "I think they turn these kids off...the reading and arithmetic have to relate to something practical. The history has to relate to something living, practical, what we are doing now...You have to make it relevant."[8]

Students identified another problem contributing to their disinterest in learning - the limited opportunity to follow their own interests. A student said:

> "But I want to work at what I am interested in and at my own speed. I don't get anything out of some of these classes that I am taking. I want to do what I want to do. I'd like to go up to college and take some courses up there. I think a kid should be allowed to work at his own speed."[9]

Parents and teachers also spoke of the same problem. A teacher said:

> "If a student comes into sixth grade and knows three major

> areas of language arts that he needs to know to be finished with junior high school already, why should he be stuck in a language arts class every year until his mind is so turned off he is not interested in anything else, let alone language arts."[10]

STUDENT EXPERIENCE OF RESPONSIBILITY

Many students were of the opinion that they should have more responsibility than is currently granted them in school. Among the suggestions for areas of additional student responsibility were decisions on individual study courses, selection of teachers, class attendance and personal appearance. Some students went further and suggested that they might be included in decisions affecting the structure and content of the educational system. One student said:

> "I liked the suggestion that there should be combination curriculum planning where students can go in with the administration in planning new courses and establish new ideas, new ways of teaching subjects."

but was countered with:

> "But we don't have any power, that is the point. We don't have any power to say what goes on in this school."[11]

However students were not unanimous on the subject of responsibility:

> "I don't want to go so far as to say that most students are incapable of making a reasonable decision of what they should learn, but there are those who, given the chance to decide for themselves what is important, would not really know what they should learn. If they were given this total freedom to decide what they were going to learn they might not learn the things that are the workable part of society once they were through with their education..."[12]

Teachers were similarly divided on the question of student responsibility:

> "Make the student responsible for his own destiny because

> we are defeating that purpose today. It seems like its been that way for a long time, and somewhere along the line we've got to get this in - so that the system itself will propagate the kind of individual...he has a responsibility to himself, an individual responsibility. Not just doing what he's doing because he's responsible to somebody else."[13]

> "They (students) know they're not responsible enough to have a coke machine. They tried last year. If they'd pick up their litter they could have one. They never did it. They know among themselves that they can't. They tried for all last year to run themselves better and they never did it."[14]

The majority of parents did not seem overly concerned at increasing student experience of responsibility except where it might help develop good study habits and self discipline. Speaking of the problems that arose when students were not given any responsiblity a parent said:

> "The people who are going (to college) should have an opportunity to learn how to learn, and those who are not going (to college) should have an opportunity to learn how to work on their own. It's the same thing. If you are going to work and you haven't learned any responsibility, you are not going to be working material either."[15]

It was a parent, however, who pointed out a problem with the responsibilities students are presently entrusted with. Speaking of the same issue of the coke machine and, in fact addressing a wider problem, a parent said:

> "I think the biggest problem are the standards set up for kids to follow here at school. I am certain beyond any doubt that they were told if you want a coke machine you have to do this and that and this and that and I know any kid, no matter who he is, is going to rebel against that kind of instruction."

The same parent went on to say:

> "You've got to let them have some responsibility. Let them feel the burden. Let them face some of the problems."[16]

The last suggestion might be one which administrators should bear in mind if they seek to increase student participation in the educational process. Involving students in planning and administration would not only serve to give them experience of real responsibility, but also a greater understanding of the problems facing the administration. The end result could well be significant improvements in educator-learner relationships. It would seem, beyond a doubt, that special programs oriented to improvement of student involvement and responsibility should be initiated on a controlled basis.

1 *Student: Suburban*
2 *Teacher: Rural*
3 *Teacher: Urban Metropolitan*
4 *Student: Rural Ethnic*
5 *Student: Urban Non-Metropolitan*
6 *Teacher: Urban High-Mobility*
7 *Teacher: Urban Non-Metropolitan*
8 *Parent : Urban High-Mobility*
9 *Student: Rural*
10 *Teacher: Suburban*
11 *Student: Urban Disadvantaged*
12 *Student: Suburban*
13 *Teacher: Suburban*
14 *Teacher: Rural Ethnic*
15 *Parent : Urban High-Mobility*
16 *Parent : Rural Ethnic*

4

EDUCATOR - LEARNER RELATIONSHIPS

It is probable that the following text does not adequately convey the strong feelings which interview participants displayed on the subject of educator-learner relationships. Since their vehemence cannot be conveyed in writing, we would suggest that the text be read with the two following points in mind:

1) All groups interviewed- educators, parents and students - felt that the existing structure of educator-learner relationships within the present educational system was more a deterent than an aid to learning.

2) The perception of focus interview participants was that too many administrators and teachers viewed students as somehow less than human.

Given this context, interview groups thought students (a) were dissatisfied and dismayed with the present educational system and (b) tended to rise only to the (low) level of expectations manifest by educators.

The format of this chapter follows the three areas mentioned most frequently by interview participants:

a) Mutual respect, communication and understanding between students and educators.
b) Teaching methods.
c) Counseling.

It is unfortunate that these topic titles are hackneyed and institutional - and consequently devoid of both precision and feeling. However, it is hoped that the reader can look beyond the topic titles to the verbatim statements of interview participants, and, from the verbatim statements achieve a viewpoint of the significance of the problems inherent in existing educator-learner relationships.

▨ MUTUAL RESPECT, COMMUNICATION AND UNDERSTANDING BETWEEN STUDENTS AND EDUCATORS.

Students in all interview areas expressed the same need: they wanted

to be treated with respect by educators. A student addressed the issue indirectly when speaking of one of his favorite teachers:

> "I had her for two years and she's a damn good teacher. Well, she'll just sit down there and talk to you like you're an adult, just like quite a few of the teachers think you are."[1]

Respect, in students' minds, entailed not only being talked to as an adult but also having student opinions and values considered by the teacher rather than being ignored or dismissed:

> "Well, a lot of times the teachers are very, at least to me, are very reluctant to identify with my level, very reluctant to accept something I say and think about it for five seconds. I think every student has something to say."[2]

Another said,

> "It seems like when you say something either they put it down and ask someone else what they think about it - the teacher doesn't think about it - or else they turn around what you've said so that it comes out something they have always wanted to say."[3]

However, educator-learner relationships are far from being based on mutual respect when students can say:

> "All teachers should treat you like you are a human being--not like, when you behave, you are a good little kid."[4]

or

> "Teachers have to learn to live, instead of being a stuffed shirt."[5]

And a teacher can speak of being "...in a sea alone with 30 to 40 monsters..."[6] with reference to her students.

Few teachers talked, specifically, of their concept of respect for the student but many were concerned about communication between themselves and their students. One teacher described a situation where good communication existed:

> "I have done an experimental class that some of you people know about and every once in awhile we have been communicating as people instead of as teacher-student. Today I had a girl crying about a fight she had had with her boy friend and we talked about it in class with the students and the students helped her. But there are some people (with whom) I just have to catch myself to pick up the conversation. We as people have to learn to accept them and let them talk."[7]

However, in a different area a teacher gave evidence of the complete lack of communication between students and teachers when she asked if she could get a copy of the interview conducted with students in her school in connection with this study:

> "Would there be any chance of a summary of the student - what they said - given to us? ... I just want a summary of what they think because that would help me more than anything...Because if they won't tell me and I can't find out this, I'm stymied. I really want to help and make it interesting and make things go."[8]

Many teachers, students and parents thought that teachers could do much to contribute to an atmosphere of respect and trust in school if they understood and cared for the student. One teacher, describing the type of teacher she would want if she were setting up a school said that teachers should:

> "LISTEN, just listen to children. They don't really hear what kids say. Most of them don't show anything but the teacher's side. They don't become friends nor make the children feel that they care about them. I care enough to whop them on the behind or hug them, either, if they need it. Be interested in the total child...enough to eat... holes in his shoes."[9]

Most students and teachers would consider that having teachers caring for and understanding the individual student would be a utopian situation, given the present school system. They did think though that teachers ought to be more oriented to the general socio-economic background of their students.

Respondents in the school districts with large minority enrollments were concerned that the teacher was alienated culturally, ethnically and educationally from the community and the students. As one teacher pointed out:

> "Most teachers are white middle-class and teach a white middle-class kind of real world, and that may be well and good in some areas, but in some areas that is, in fact, not the real world."[10]

Parents mentioned the language differences:

> "I would think that most poor people do not speak the language the teachers speak. If they're poor, they're not educated in most cases, and whether it be black or white, they speak a different language. In many cases, the teachers do not understand what the students are saying. It's just like learning a new language all over again when they meet each other in the first grade or kindergarten. I think that the teacher would have to know - this would be up to her to find out - what this child is saying, what this child has learned."[11]

The burden to change this situation was placed on the teacher and the administration. One teacher, relating her experiences, said:

> "As a new teacher last year I know one thing I would have given anything to have and that is some idea of what I was stepping into that class from the first day...I didn't have any idea that those Indian kids were going to be any different. No one told ME and and I guess I was dumb not to ask but no one told me. And I really didn't know I was going to have the problems I did...I just never DREAMED and I think it really need an orientation for new teachers and tell them about the programs and get them orientated (sic) and that includes everything."[12]

An Indian student suggested:

> "I think a teacher from this area in the high school would help since they already know our background."[13]

Although parents agree that students need understanding teachers to whom the students can relate, they are also concerned that discipline be maintained:

> "Well it is up to the person handling the discipline. I think when kids come to school they know right from wrong, but I've seen teachers let kids get away with things that they can't get away with at the home. There are teachers in this school that the kids are able to tell to shut up and they don't do anything about it. When something like this happens, the other kids notice that he got away with it."[14]

Some students had similar concerns. Desire for mutual respect does not necessarily exclude the need for discipline. In fact some students viewed firm discipline as a prerequisite to mutual respect. Describing a situation where there was no discipline or mutual respect two students said:

> "Some teachers don't hold a firm hand or anything, for example something will happen and the teacher will say, 'All right, get back to your seat,' and the kid will stand and look her in the face and she will not do anything about it."[15]

> "If you can defy a teacher it just shows disrespect."[15]

However, one of the students voiced a concern of many students about the method of discipline:

> "If the teachers are going to lower themselves to the kids' level - I mean screaming and shouting, the kids aren't going to have any respect for the teachers."[16]

▨ TEACHING METHODS

The methods teachers use in communicating their material to students have a profound effect on the type of student-teacher relationship that develops. Students, teachers, businessmen and parents all had their views.

As one businessman said, teachers should be stimulating:

> "We have been so taken up with methodology and the teaching of how to teach that we are forgetting that

> these young minds today are pretty vital and what they need more than anything else is stimulation. I think what we need is stimulating and demanding teachers. The only teachers that are stimulating and demanding today are the sociology teachers. And I know that it is damn difficult to be stimulating when you are teaching math but it is still possible and I think that we should be striving to reach that end in some of the subjects that are not quite as fanciful as sociology can be."[17]

Students generally preferred discussions to lectures, not only because it encouraged a wider scope of views but because it allowed the student a sense of successful participation. In discussing his favorite teacher, a student pointed out:

> "He makes everybody get in and really discuss and everybody's doing great in it. He uses in a discussion, the way he brings it out, he uses a question thing and he keeps saying it in the group. He asks rhetorical questions then answers them himself. Then he'll ask questions and make you answer them even if you don't know the answer. You say something and he'll never down-grade you, no matter what you say. He'll find some way to make what you say be part of the answer and then he'll ask questions and he'll get you to say yes to this question you know."[18]

On the other hand there are teachers who have an inflexible approach that stifles student interest. One teacher mentioned the teacher

> "...who goes by the book, and when the child raises his hand and says, 'That's why I don't like White people, because they had slavery,' says 'Oh, now Johnny' and continues to read. They've got to get through this book because the next teacher expects it. Lack of ideas, anything different, same old routine; no discussions, debate, freedom."[19]

To one parent, teaching methods or facilities were not the key issue in developing relationships within which students were able to learn:

> "It is really the teachers when you come right down to it. It's not really that room. It is the teachers. They are dedicated. It doesn't really matter what method you use. If you have a teacher with few enough students who is really interested she will find and make use of the materials that are available, and those children will learn."[20]

Another subject of concern to all types of respondents was individual attention. As one student said:

> "I think the teacher should take more interest in the individual. Most teachers consider the class as a group and more or less what the group knows and not each individual. A teacher should do his best to find out what is wrong and help the individual do the best of his ability."[21]

Students reacted strongly against situations where the teacher gave no individual attention, where his interest and concern, even for the class as a whole, were known to be superficial at best. Such a situation was described by a student:

> "I had a teacher like that last year. He didn't even read what you wrote. He would just put a "B" on the paper. And guys would write, 'This teacher is a fink' in the middle of an essay and he didn't even read it. There are a lot of teachers like that. They just grade you on first impressions."[22]

COUNSELING

The counselor is supposed to be one person in the school system with whom the student can develop a relationship based on trust and understanding. Indeed, such a relationship would seem to be necessary if the counselor is to fulfill his function of providing guidance on all problems to the student. However, it would seem from respondents' comments that such a relationship does not often exist:

> "Are there reasons, specific reasons, why people don't go to counselors?"
>
> "Some maybe you are scared of."
>
> "You feel like maybe they'll turn you in or something."
>
> "Or think you are bad."[23]

and

> "...(the counselors) just paint a smile on their faces, and come in like life is really worth living. And they are so old. They've got all the right answers."[24]

A parent described the kind of person counselors should be:

> "You've got to have somebody that the kids like and trust so that they will come to him and talk to him. You would need more than one because not all would be affected by one man. If they have a problem with a teacher or a course, they should have somebody like that to go to that can help. Some of them have problems at home."[25]

Parents and students were also concerned that many counselors did not provide students with adequate information about higher education and vocational opportunities. A parent said:

> "I've had some kids who graduated already that the counselor failed to send in the applications that the kids had filled out for college. A lot of us don't know what is available. I think it is the duty of the counselor to be aware of these things."[26]

A teacher amplified the point:

> "I was senior advisor and we do have a (counseling and guidance) program but it couldn't be much more minimal. Last year I sent a boy to the counselor to see about a vocational school and he was informed that there were no vocational high schools in the State of Washington. This is the kind of guidance and counseling that they get."[27]

Concern about the adequacy of the counseling program was particularly marked in the rural and rural ethnic areas. Unlike an urban area, students in rural areas were entirely dependent on the counselor for up-to-date information on academic and vocational opportunities since there are no other local sources of information.

[1] *Student: Urban High-Mobility*
[2] *Student: Urban Non-Metropolitan*
[3] *Student: Urban Non-Metropolitan*
[4] *Student: Suburban*
[5] *Student: Suburban*
[6] *Teacher: Urban Non-Metropolitan*
[7] *Teacher: Suburban*
[8] *Teacher: Rural Ethnic*
[9] *Teacher: Urban Disadvantaged*
[10] *Teacher: Urban Disadvantaged*
[11] *Parent : Urban Disadvantaged*
[12] *Teacher: Rural Ethnic*
[13] *Student: Rural Ethnic*
[14] *Parent : Rural*
[15] *Students: Rural Ethnic*
[16] *Student: Rural Ethnic*
[17] *Businessmen: Urban Non-Metropolitan*
[18] *Student: Urban Metropolitan*
[19] *Teacher: Urban Disadvantaged*
[20] *Parent : Urban High-Mobility*
[21] *Student: Rural*
[22] *Student: Suburban*
[23] *Students: Urban Non-Metropolitan*
[24] *Student: Urban Metropolitan*
[25] *Parent : Rural*
[26] *Parent : Rural*
[27] *Teacher: Rural*

5

SELF-IMAGE

The perceptions of focus interview participants relative to self-image are that the present public school system, with its emphasis on college preparation and its white middle class structure, leaves little opportunity for the minority group student or the vocational student to go through school with his self-esteem and confidence unscathed. Further, that the school system is largely insensitive to the need for every student to experience success and to develop a good self-image.

Generally, self-image was not discussed directly or at great length, except in areas where there was substantial minority group enrollment: in the Rural Ethnic and Urban Disadvantaged areas. In these areas, it was a subject that evoked deep feeling. Moreover, an awareness of the need to improve student self-image was behind many of the comments relative to student involvement, educator-learner relationships and curriculum structure.

This chapter presents some of the more direct comments about the need to improve student self-image, sense of identity and confidence. It is divided into two sections:

a) The special needs and problems of minority group students.
b) The needs and problems of all students.

In reading the chapter, the reader should be aware that, in general, the comments touch only the superficial manifestations of the problems and needs associated with student self-image. As might be expected, students were reluctant to discuss their feelings of inadequacy in any kind of a group setting. Comments were usually indirect and related to another problem, such as educator-learner relationships.

▪ THE SPECIAL NEEDS AND PROBLEMS OF MINORITY GROUP STUDENTS

In a school system and society, generally oriented to the white middle class majority, minority group students felt lack of involvement and a loss of identity. As one Indian student expressed it:

> "One of the things to study is our own self-identity: how we fit into things, how we can do something, or what we can do. One of the things that really bothers us is that either we conform or we are lost. You have to do this, you have to do that, or you are out of it; you can't get a job."[1]

As symbols of the dominant society the teachers and the school are very influential forces in the minority group students' lives. A black parent expressed his concern about the need for the teachers (and the school) to recognize, accept and work with cultural differences:

> "I think that it's not hard for a white teacher to understand some of the little innovations or cultural differences black children have. For instance, if you know black history, you know we have a certain comical aspect about us. I don't see why white people have difficulty understanding certain cultural differences."[2]

However, a teacher of Indian students, many of whom were of mixed blood, said:

> "I think the people sitting off in Washington D. C. or Olympia, may call these people 'Indians' but when I came here, to me they were not Indians any more than they were Caucasian. I still think that we should continue to try to teach them, regardless of their culture, because that IS NOT their culture any more than white is their culture."[3]

Parents strongly disagreed with this viewpoint:

> "You'll find that Indians of mixed blood, even though they may not look like Indians, consider themselves Indians and go all the way as Indians. They have grown up as Indians and will never change."[4]

A need identified by most respondents, regardless of ethnic background, was the need for a student to feel successful. With minority groups this had a special importance due to the student's extreme lack of confidence. As one parent explained:

> "The kids have seen Indians get beat all their lives... our oldest son used to say he was an Indian but not the kind with feathers on because they got beat up all the time. They were the losers on TV all the time."[5]

With the Indian population, there was the added factor of isolation:

> "That's where you get your defeatist attitude. They are defeatists before they ever start to school. A lot of them have never been off the reservation and don't know how to compete with other races. Kids nowadays, even kids of mixed marriages, they are Indians and, therefore, in a different category."[6]

A black parent spoke of ingrained patterns of behavior and emphasized the need for confronting the problem:

> "I said there's more black and white, if you heard me, that're caught in this bag, and it's an ignorant bag. It's something that the American hides from, and the society hides from, the schools hide, the counselor hides from. The counselor never told a black kid, 'Now look here, buddy, you got some terrible hangup.' Well, he never will put his finger on the thing and tell him to reason his hangup. Of course, the kid wouldn't understand anyway, but I still think that until we do something to eliminate this problem we can have all the training programs and all the supportive services in the world. It's going to be the same thing. As soon as he can't go to the University of Washington and finish, he's still going to have those black hangups."[7]

Both Indian and black students thought that the educational system should develop self-confidence and self-awareness:

> "One of the things that I'd want for my school to do would be to help a person or a student get his identity out of going to school...I think that schools should be established to help a person gain some self-dignity and learn about himself."[8]

> "Instead of giving you pride in your school, your education should give you pride in yourself."[9]

One teacher suggested that the means of developing student self-confidence lay in building up what has been torn down:

> "(Students) need to learn that the background they do have, the things that they do know well and can perhaps teach us about, are worthwhile--that they can be proud of and express themselves on their own background..."[10]

More specifically, the student must be given the opportunity to assimilate the school culture to some degree, but not at the expense of his own cultural identity. As one school administrator put it:

> "When a child from the Central Area tells his story, and uses his own language to tell it, if the teacher is knowledgeable enough about the language of the area... which, of course, the teacher would become if they aren't

> already, if that teacher interprets for the rest of the class the meaning of this unusual language, and does it in a kind of supportive kind of way, this is accepted. But that child also sees another child tell the same kind of story and use some different languages and he too is accepted. In time, by reinforcement, the child may choose to use the kind of language that most people use. But he has to accept it on his own merit. He knows what he is talking about. But it does something to him, if he gets the first impression that the way I express myself is not accepted and maybe I don't even know what I am talking about."[11]

Just as the teacher's attitude affects the student's self-image, so too do the books he studies from. Students wanted "unbiased books":

> "In elementary school, everything is white. They don't teach anything about black people. You have to wait until high school to get that stuff. They should put this stuff in the book, what the black people have done. The book shouldn't just be what white people have done."[12]

THE NEEDS AND PROBLEMS OF ALL STUDENTS

Although Indian and black students had extreme problems relative to self-image, many of the basic problems they face are faced by students throughout the state regardless of their racial background. Such a problem is the need for every student to experience success in school. Most parents would agree with the father who said:

> "School is supposed to be a success, but it has gone so fast for some that (students) have never had a chance to be a success anywhere."[13]

In a large school district, self-image was associated with the lack of personalization:

> "On the level I teach, seventh grade, most of the students have come in from a small school where they have six grades and 250 or 500 students where they know most of the kids in the school. And all of a sudden, they are in a larger school of 1,600

> students. They're tossed in with students from six or seven different schools. And for the first time, they're going to four, five and six different teachers rather than one throughout the day. I'll tell you, they're just like magnets. You can tell the ones that need some recognition, and who reject this impersonal type treatment."[14]

Students, in all areas, talked about their lack of purpose and direction beyond completing high school. These comments were usually made relative to the counseling program but they referred primarily to the student's concept of himself:

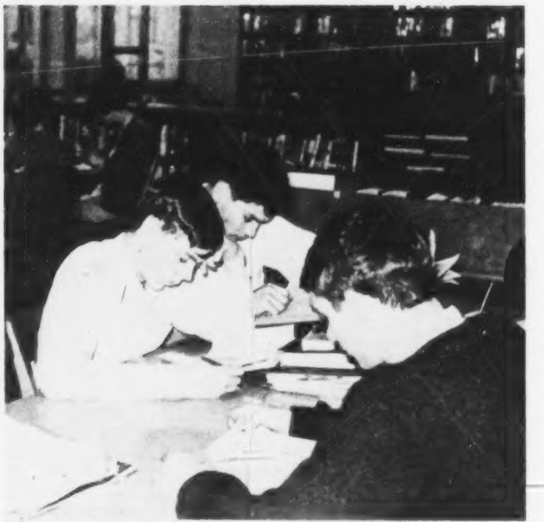
> "I think when kids turn seniors they get scared because they know they've got to be out in the world and they can't hide behind a classroom any more unless they want to go to college. And kids get scared and they try to think what they really want to be so when they get out they right away rush into college or rush out and get a job. I think it scares them, because it scares me... It scares me because I want to make something of myself, but I don't know what I want to make. I feel like I should find out real fast and go into that so that I don't be a bum."[15]

When students are singled out from the norm - the norm being defined as a college-bound student - then value judgments and "stigmas" follow. As pointed out by a school administrator, one of the areas most commonly maligned is the vocational program:

> "One of the experiences they found in community colleges: that they could construct a 'tech' school here and a 'community college' here, and even the students who were vocationally oriented were going to go to the community college because one had stigma and the other had status."[16]

Similarly, parents, students and teachers were concerned that students perceived enrollment in remedial education programs as a mark of inferiority. A parent said:

> "I believe we have to have (remedial) programs at these various places to bridge the gap. But have it in such a way that there is no stigmatation (sic). We don't want these children feeling that they are retarded..."[17]



1 *Student: Rural Ethnic*
2 *Parent : Urban Disadvantaged*
3 *Teacher: Rural Ethnic*
4 *Parent : Rural Ethnic*
5 *Parent : Rural Ethnic*
6 *Parent : Rural Ethnic*
7 *Parent : Urban Disadvantaged*
8 *Student: Rural Ethnic*
9 *Student: Urban Disadvantaged*
10 *Teacher: Rural Ethnic*
11 *Administrator: Urban Disadvantaged*
12 *Student: Urban Disadvantaged*
13 *Parent : Urban High-Mobility*
14 *Teacher: Urban Metropolitan*
15 *Student: Urban Non-Metropolitan*
16 *Administrator: Suburban*
17 *Parents: Urban High-Mobility*

6
CURRICULUM STRUCTURE

"Relevancy" was the key issue associated with curriculum structure. The term may well be overused but nevertheless reflects the concerns of focus interview participants relative to the present curriculum. Students tended to stress the need for more emphasis on current issues and problems while parents were concerned that basic skills were not learned because they were couched in irrelevant terms and examples. It was the consensus of all groups interviewed - teachers, parents and students - that the existing curriculum was neither relevant nor applicable to today's world and thus ineffective in preparing students to become informed and productive members of modern society. Most interview participants would agree with the student who said, "The things they are teaching now are the same things they teached (sic) long ago. Times have changed." (Which would, inadvertently, also illustrate the concerns of the parents regarding basic skills).

The following discussion of curriculum structure is divided into four sections:

a) Relevancy
b) Reading
c) Minority Group Concerns
d) Variety

▨ RELEVANCY

A student spoke for the many students when he expressed his ideas on how the curriculum should be structured:

> "It should cover the future, not the past. I mean some of the past like the Vietnam War and the World Wars we've had (are alright), but things like Columbus and pilgrimage aren't going to help the students of today. They are going to need to know the Vietnam War and why it started and different things that are coming up now instead of having people walking around and telling us that in 1892 this happened and this happened. I mean, if you are going to grow up and be a gas station attendant, you are not going to need to know that. If you get a job as a lawyer or a doctor

> it's not going to help you either. The things they are teaching now are the same things they teached long ago. Times have changed. We've lost it all as far as the school system."[1]

Parents, although they placed more emphasis on the "basics" of education, agreed with the students on the need for greater relevancy:

> "We keep speaking about this is a new world, a changing world, and that we should forget about our old-fashioned ideas. Television seems to put out enough things that children are interested in: science, the world around them, being considerate of their fellow man, etc. If the authors really got together, I think they could get some reading material out to children that would fit into today's environment."[2]

Students stressed the need for currency in their studies. They wanted to study things when they were happening, not years, months, or even weeks after the event. One student, lauding his Current World Problems class because it was truly current, said of the teacher:

> "He sticks to the CURRENT world problems. Like I know some of the Current World Problems classes, this year, they're going back to 1968 and early 1969 and some of the stuff which is not current world problems any more when something's over with."[3]

Although many interview participants would disagree with the above definition of current, there was widespread concern about the continued emphasis on subjects that apparently had no connection with current issues. One parent sympathized with the students' concerns for currency when he said:

> "I could never buy ancient history. They are still teaching the stuff. It was a boring time for me all the way through school and it is for the kids yet today."[4]

Teachers suggested that part of the problem of irrelevancy lay in the presentation of the material. All too often the subject matter taught had at best a tenuous connection with present day society or appeared to the student to be of no practical value. Teachers suggested ways of structuring classes so that the material was related to experiences and situations familiar to the student:

> "You know we teach the period of history in the twenties as one of the points in history that you are supposed to know and understand. This is the period that my parents grew up in and I don't relate to that period. I shouldn't relate to it in a historical sense. I should relate to it in their reactions and this sort of thing, and I think the same thing can be said of the kids nowadays... history as it affects their parents, and in helping them to understand their parents. That is what was going on in history when your mother grew up to make her like she is, why she drinks..."[5]

Another teacher described a physical education class and illustrated how some of the subject matter taught appears to have no practical value to the student:

> "Just recently in the seventh grade we have been going into a unit in basketball. One of the things the kids first want to do is get right into a game, and so we've been going into some of the fundamentals and taking it very slowly and so forth. And so, all week long, they've been asking me, 'WHEN we are going to get into the game?' So finally, the last day of the five-day period of time we're in, I let them play the game, and they began to realize then that they did have a need for these when they got into the situations. So I guess that sometimes it's just lack of realization that there is a need for the basics they get in the finished product."[6]

Parents pointed out the importance of teaching the practical application of an academic subject:

> "(The students) could figure out the measurements of the various walls and they knew how many square feet a gallon of paint would cover, but when it came to actually putting it into practice they were lost. Now somewhere back in their schooling, they learned how to figure out the square feet of a wall, but apparently it was never made clear to them that learning it had a practical application."[7]

Some businessmen and parents were concerned that the curriculum lacked relevance to the every day situations students would face once they left school. They felt students should learn about economics, taxes, car insurance and making loans. A businessman suggested a course entitled "How to Apply for a Job." His comment was:

> "We have girls coming in there who have graduated from high school, sloppy is the word for it. And yet they think that we are going to open our doors because they score high on this test. We can't really."[8]

Similarly, a parent was perturbed about the direction in which he felt educational philosophy was going and said:

> "In this capitalistic country of ours, I would like to see some notice given in the schools to some way of teaching these kids about capitalism. This is particularly hard now because all of our

> schools and teachers are public employees, civil servants so to speak, who are not involved with anything remotely resembling a profit...As soon as you step out into the street, you are in a competitive world...So I would like to see capitalism, profit and loss capitalism, taught in our schools, so that our young people know that in this society profit is a good thing. It's the thing that provides us with everything we have, and I don't think there can be too much stress made on this."[9]

Repetition of material was another factor that caused the present curriculum to seem irrelevant and meaningless to students. According to interview respondents, repetition of material occurred most frequently in English and History classes. The problem was mentioned by students, teachers and parents; speaking of a history class one student said:

> "What I can't see in those history books is why you study the same thing over and over again."[10]

READING

Despite the millions of dollars poured into reading programs over the last few years, the popular perception was that many students still lacked adequate reading skills. Acquisition of reading skills was of great concern to students, teachers and parents alike. Students said:

> "If you don't know how to read, you're lost. Like, I really have reading problems."[11]

and

> "There's a complete lack of reading courses. I don't mean the subject material, I mean learning how to read. In first grade they start teaching how to read and by fifth grade you know how. That's as far as they follow it up. There's nothing given to help you learn to read and digest material... If there were more speed-reading courses and every student was REQUIRED to take these courses, there would be a great improvement in everything. There's

> so much side work in the book. A slow reader gets bored real fast, and he doesn't read it. Then he doesn't learn and doesn't understand what is going on in discussions. But if he could get enough to know what the others are discussing, he's got it made. I think it would improve everybody's grades and their learning ability by 50 percent if they got reading from first to twelfth grades."[12]

It was suggested that relevancy and immediacy, again, were the keys to making reading interesting to the student. One teacher said:

> "If you can make that program more relevant to that slow learner, and by relevant I mean let him see the interest that he has, and apply that. Apply it to the subject matter and let him learn. This type of thing. Like in reading--if he is interested in auto mechanics let him take the motor apart and have to read the instruction manual to put it back together again."[13]

Dick and Jane books were generally denounced by parents:

> "Throw out the Dick and Jane books."
>
> "They are boring. Rockets and space ships are the things that children are interested in."[14]

▨ MINORITY GROUP CONCERNS

Many interview participants in the urban disadvantaged and rural ethnic areas thought that the curriculum did not adequately take into account minority group contributions and current developments in the field of civil rights. Parents in predominately black communities wanted their children and all students, to have some familiarity with black history:

> "Right now, black history is an elective in most places. In most schools around Washington where there aren't any black kids, if they don't want to teach any black history, they don't have to."[15]
>
> "One of the things that should be going on in that

> contemporary problems class in terms of the good--for the good--of that black student: they should be spending 60 percent of their time on what is happening to black people in this country so that they can be capable of dealing with it, and then spending the other time on the national affairs and so on."[16]

Indian students were concerned that the curriculum failed to enable them to develop a sense of identity and position in the twentieth century:

> "See how this Indian culture relates to other cultures all over the world. Study many different kinds of peoples, their similarities and their differences. Or perhaps, you could have a course that compared the Indian spiritual or religious life with religions from around the world. But most important of all, we should learn how Indian culture relates to today."[17]

▨ VARIETY

Many focus interview respondents felt that the present curriculum did not provide a sufficient variety of learning experiences. In particular, they felt that the vocational-technical programs were too restrictive. Several factors contribute to the emphasis placed on the need for additional vocational courses. Speaking of the students in his generally blue-collar district a teacher said:

> "Well, his life generally is going to be based around physical work, work with his hands. It's not generally going to be a mental type thing so he is going to have to probably, ideally, get into something that is going to prepare him for the trade he is going to go into... Because we have an awful lot of people who fill a lifetime occupation because they have a need for money and they choose whatever is paying the most at that particular time, without thought that this is maybe going to have to be their lifetime work. As they grow older this becomes a kind of regret. So if they could somehow get a survey of the area that they might fit into, maybe through a testing program, or a counseling program that will help to put them into the line of work."[18]

In rural school districts, parents mentioned:

> "I think that children in rural areas do not so often go to college and they should receive more (vocational) training."

and

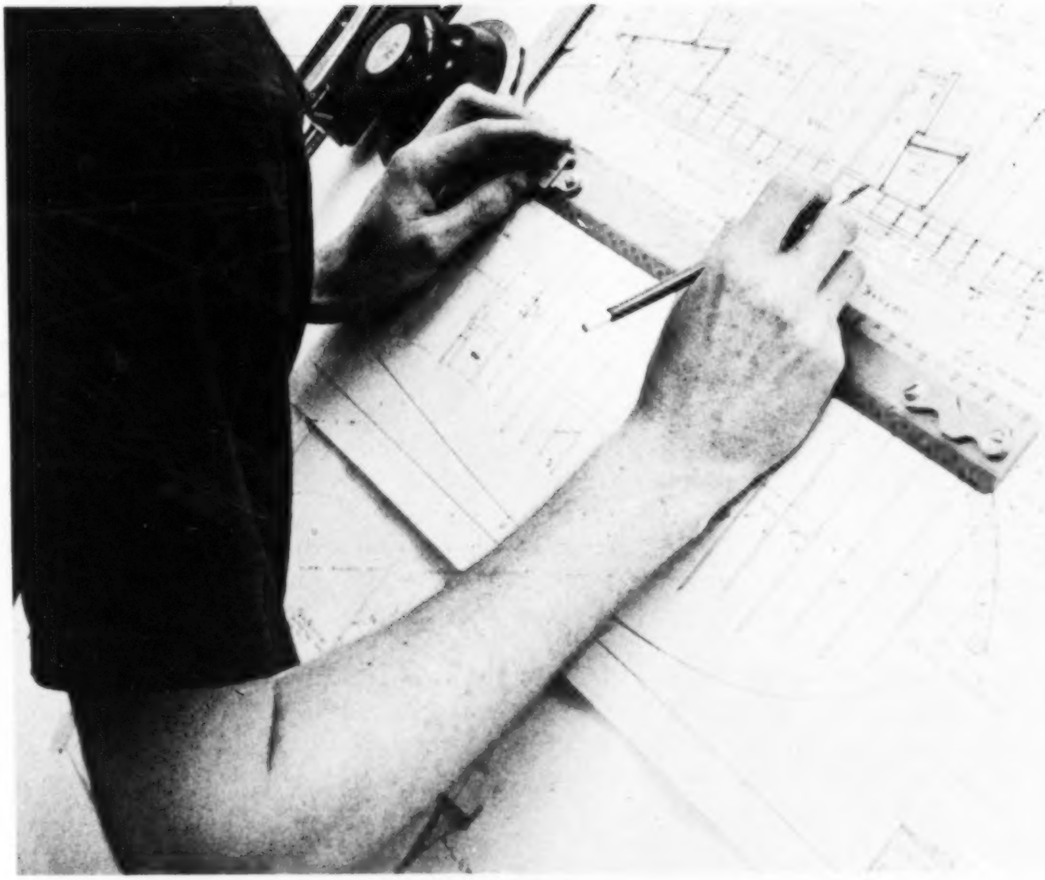
> "You have to have the opportunity for people who do not want to go to college. They should be able to branch out in the last couple of years to learn a trade so that when they get out of high school they can go to work and not be a bum on the street."[19]

Then there was the general concern in all areas that, with the push for a college education, the vocational student was ignored. A student, while also conveying the rather widespread attitude that vocational courses are for the "dumb", explained the problem:

> "I'm not sure if I can explain it the way I mean it but I think there should be more classes for students preparing them for life. Maybe they're not very smart and never will be, or as hard as they study, they will never get ahead. Some work hard and just don't make it. I think there should be classes -- I don't know what to teach--something that would prepare them for a job, many more vocational things in school. English, maybe it's necessary, history and stuff, but in a way it's wasted unless you go into a field; you never use them. And the people that don't pass these courses are going to have a hard time getting into college. Probably they would never go to college. There should be something for these people to do. I think it should start in high school because a lot of kids don't see any way of doing anything."[20]

When discussing specific courses in the vocational technical field, students warned of irrelevancy again:

> "I don't think they're really helping the guys into a vocation that much because they got better ways of doing it by machines and stuff. It's not going to hurt to do it by himself. It's fun but it really



doesn't help him get a job."

Suggestions for change ranged from specific courses, geared to current business demands:

> "They should have a qualified class that you can relate to your employers that you have graduated from this class and that you know what you're doing on the subject."[22]

to a general approach, incorporating work attitudes, vocational skills and academic learning. Such a program envisioned by one vocational teacher involved bringing in:

> "...one, two, or three other teachers that would teach in either large or small groups. I would first like to make a study with each group as to exactly why we are there in that class to interpret industry. Once we have decided why we are taking industrial arts, and the way of interpreting industry, as well as what kinds of industry, then look at our

> own facilities to see if we have the wherewithal to experiment with industry, and the tools, the materials, and the processes that industry uses today. And I would like to have Science teachers come down and explain some of the theories of metal, and why there are ferrous and nonferrous metals."[23]

A businessman suggested having students go out into the community, learning valuable skills and, at the same time, contributing to the community:

> "Try to have them work on community problems, such as deterioration of houses, rehabilitation of houses, neighborhood beautification, safety."[24]

The students concern for greater variety in learning experiences was also related to their desire to make school more relevant to their interests. For example, one student mentioned music:

> "Like Jazz History and things like that, because some students just can't hack taking reading-writing-'rithmetic, so maybe if they had music courses, it could be something they could enjoy."[25]

In the smaller school districts however, providing a wider variety of courses is difficult in view of the lack of staff and equipment. As a student explained:

> "I wish we had more art classes. We just have the same thing each year. This year has been a little different with a new art teacher. But I would like to get into the broad art world a little more."[26]

[1] *Student: Urban Metropolitan*
[2] *Parent : Suburban*
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[5] *Teacher: Suburban*
[6] *Teacher: Urban High-Mobility*
[7] *Parent : Rural Ethnic*
[8] *Businessman: Urban Non-Metropolitan*
[9] *Parent : Urban Metropolitan*
[10] *Student: Rural Ethnic*
[11] *Student: Urban High-Mobility*
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[13] *Teacher: Urban Non-Metropolitan*
[14] *Parent : Suburban*
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[16] *Parent : Urban Disadvantaged*
[17] *Student: Rural Ethnic*
[18] *Teacher: Urban High-Mobility*
[19] *Parents: Rural*
[20] *Student: Urban Metropolitan*
[21] *Student: Urban Metropolitan*
[22] *Student: Urban High-Mobility*
[23] *Teacher: Urban Metropolitan*
[24] *Businessman: Urban Disadvantaged*
[25] *Student: Urban Disadvantaged*
[26] *Student: Rural*

7
COMMUNITY INVOLVEMENT

Non-involvement or token involvement are phrases that best describe the present role of the community with regard to educational affairs. The long standing philosophy that education is best left to educators has largely precluded community members from influencing educational policy and has often put parents in the position of simply receiving whatever information the school sees fit to give them about their children. However, there is increasing concern on the part of the public about the direction in which the "money-oriented education system", to quote one parent, is going. It appears to many parents and businessmen that they are being asked for ever increasing amounts of money to support an institution which not only seems at variance with community standards on some matters - discipline and dress codes to cite prime examples - but also apparently has no clearly defined educational goals and no identifiable means of assessing educational progress.

The majority of comments about community involvement in education were made by parents and businessmen. Teachers addressed the issue to a lesser extent and students very seldom discussed the subject. The following discussion of community involvement is divided into three sections:

a) Community involvement: the present situation.
b) Involvement versus non-involvement.
c) The goals of the education system.

COMMUNITY INVOLVEMENT: THE PRESENT SITUATION

At the present time the community at large, (i.e. parents, other community members, businesses, and non-educational institutions) has little or no involvement in, or information about, the educational system. The only existing channels of communication between the educational institution and the community are with parents - PTA and parent-teacher conferences - and it would appear that these are not functioning well. A parent said:

> "You don't need PTA where the teachers sit on one side and the mothers sit on the other side. You don't need open house for conferences where you go and ask how

> your child is doing and they say, 'Fine, fine.' That bores me to death. I have a teacher that when she has a conference, she is critical and she is down to the point. And this is what the parent wants. A lot of teachers you go and see them and say 'How is he doing?' and they say, 'Fine.' Now 'fine' tells me nothing."[1]

and another:

> "I feel there is a real need here in this whole field of communication between the parent and the school. PTA could do it if it could get ahold of the parent, but I've been to several meetings with a pitiful representation. With all this money we have, if we can't get the parent to the school, let's get the school to the parent."[2]

In some cases not only are there no channels of communication between the community and the education system but there is outright estrangement. In the rural ethnic area parents described the teachers as "being on the defensive...especially when talking about education" and as aloof and unwilling to be part of the community:

> "Now if (the teachers) lived in other towns they'd have time to go to movies and department stores and night clubs but here in Neah Bay (where there are no such facilities) we ask them to do something that will benefit the whole community and they haven't got time."[3]

Further, parents felt excluded from the education system and resented the teachers attitude towards them and their children:

> "...when we ask them to take time about doing something about understanding Indian children they said they didn't have enough time."[4]

A student recognized the lack of effective methods of parent-educator communication when he said:

> "I think (parents) care about (conditions in school) I just think they don't know what way to go about doing anything about it."[5]

Parents were acutely aware of their lack of power to influence school policies and disturbed at their lack of authority over the education their own children received. One parent described her frustration in trying to withdraw her child from a school in which a new program was being initiated:

> "I asked (the principal) if the parent would have any choice at all to send the student to a conventional school if the parent does not feel that their child could fit in with the new type of program. As a parent and taxpayer, do we have any choice or must we just take what is given to us? He was a little at a loss for an answer, but he just as much said, 'We are the experts; we know what is right for your child.' I did not particularly care for that attitude and I do not think they always do know what is best for every child."[6]

The community does, of course, have some monetary power over education in that they can reject a school bond issue, but that power is far from complete because local funds make up only a portion of the school budget. Moreover it is a negative power. It allows taxpayers to express their disapproval of existing educational policies but does not give them the opportunity to put into operation the policies they would like to see. A parent described the exercise of that negative power and his expectations of the educational administration:

> "I think this last bond issue that we turned down was an indictment against the money-oriented education system that we have now. The administration says, 'Just give us more money and we'll turn out fine education.' I think that people said this time, 'We are not going to give you any more money. We expect the type of education that we are now spending money for.' And this kind of a discussion, coming to us as laymen, and you were saying to us, or in effect, the State Superintendent of Public Instruction asks us, 'What do you think we should do?' And I would have to say to them, 'What do you think I am paying you the salary for? You solve it.' And use the money that we've given you. When you can prove to us that what you've done is good, and that you can do a better job with more money, then I think we'll give you more money. But right now I think it is a vote of no confidence."[7]

INVOLVEMENT VERSUS NON-INVOLVEMENT

It should not be assumed from the above discussion that all parents think that they should be more involved in school affairs. In fact in the rural area some parents felt that their direct involvement in education would have detrimental effects:

> "Personally, I think the longer you keep your nose out of the business down there, the better off your kids are going to be...I'll put it this way, the kid you have the most trouble with in school is the kid whose parents are down here crying the most."[8]

This attitude probably reflects the perception that parents presently have no accepted participatory role in education.

The majority of teachers and parents thought that greater involvement of the community in education would be beneficial. A teacher said:

> "I think a lot of the parents can be educated at the same time (i.e. by bringing the community into the school). They didn't go through this kind of high school. I think if they began, especially the ones that are antagonistic about what is happening to young people in the schools, I think if they did not have

> to stand up on a soap box but would have a small group and a real exchange of opinion, it might change their minds a little bit. Once the student got the idea that some of these things could change minds, that would be exciting too."[9]

In another interview a parent suggested that bringing parents into school affairs would help student motivation, especially in a family where little value was placed on education:

> "....a dad who went through the eighth grade and quit or got kicked out, he's not going to be too excited about school. His whole attitude might be really negative about education and he is not going to communicate to the child the importance of school. But if we can send somebody into the home who can enlist dad to help this boy, it could turn the tide."[10]

An administrator saw the need for greater community involvement in terms of creating a climate for innovation:

> "I think you must have a tolerant community too, which permits the opportunity to experiment and even the opportunity perhaps to fail. I think it's a responsibility for us to create this kind of feeling within the community."[11]

It would also seem that involvement of the community in educational planning would help orient the curriculum toward local needs and problems.

Some teachers questioned the community's willingness and competence to participate directly in education as aides or assistants:

> "Are they qualified to teach? Do they want to teach? Do they want to bother themselves?"[12]

The above comment was made by a teacher in the rural ethnic area and may well reflect the estrangement of school and community that exists in that particular area. However, it is quite probable that teachers in other areas have similar doubts about community participation and particularly, about the competence of non-professionals in the classroom.

On the other hand a parent described a situation where community members acted successfully as teaching assistants when a levy failed:

> "(The teachers) had such a tremendous overload; they had over forty children in their classrooms. This is where they asked the parents to come into the school, and what they had them do was the teachers' busy work. They weren't trained or anything. This frees the teachers to spend all their time and energy teaching: not grading papers and not passing things out, not gathering things up, not taking the kids here or there. All this was done by parents. Any adult is capable of doing this. This was a tremendous help. It was about the only way these classes made it through the year."[13]

And in the rural ethnic area parents not only affirmed community interest in participating in the education process but also referred to the positive benefits of community involvement in an area where teachers were unfamiliar with the cultural background of their students:

> "You could bring in some of the elderly people who have a knowledge of the history...and they could hold the students' interest too. Why, we have seen them do it every summer."[14]

Businessmen pointed out that the schools might make use of their talents as well:

> "The teacher hasn't had the time to get actual experience. They've gone to college and they've rushed through right into teaching and they really haven't been out in this world. I know the schools have used, from time to time, businessmen who come in, and I was wondering if maybe this couldn't be done more? I bet there are capable business people who, during the year could be brought in - not just one day, but part of the course, like banking, business administration. Use this more; many of your teachers have never been in the business world. They've never had the experience we've had."[15]

THE GOALS OF THE EDUCATION SYSTEM

The need for defining educational goals and formulating policies to achieve these goals is indicated by the confusion and dissatisfaction evident in the following statements. Teachers were concerned that the community was delegating too much authority to the schools:

> "Many of the things nowadays are expected to be taught to children in a school house rather than by society at large. What we are talking about here is getting back to letting the society teach kids, maybe morals, maybe esthetic values, maybe some of those no-no's that we are afraid to do as teachers in an institution and Joe Blow down the street is not afraid to say because he is not dependent on the community for his income. Put it that way. He is not regimented by the bureaucracy in all school systems...So one of the things that I feel, anyway, is that we should get back to letting society do some of the teaching in the things society expects its kids to know. And the only way to do it is to get the kids out into the community."[16]

On the other hand parents felt that their values and standards are not necessarily reflected in the schools and that they cannot rely on schools to back up the parental viewpoint:

> "I would say that you take the third, fourth, fifth and sixth grades or older: say they're smoking or what have you. How many normal parents of today are going to tolerate this from a youngster between the ages of 10 and 16? They might tolerate it a little bit. Not more than 10% of these parents are going to tolerate it. If I find my youngster is drinking or smoking at school I'm going to find out why."[17]

It would seem to be necessary for the community and school to reach a closer understanding of the purposes of education and, having reached that understanding, to work together to achieve common educational goals.

[1] *Parent : Urban Non-Metropolitan*
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[10] *Parent : Urban High-Mobility*
[11] *Administrator: Suburban*
[12] *Teacher: Rural Ethnic*
[13] *Parent : Urban High-Mobility*
[14] *Parent : Rural Ethnic*
[15] *Businessman: Urban Non-Metropolitan*
[16] *Teacher: Suburban*
[17] *Parent : Urban Metropolitan*

8
EDUCATIONAL ADMINISTRATION

Since this chapter deals with student problems as they relate to administration it, by definition, precludes discussion of the many positive aspects of administration. This point is made early in the chapter in order to avert the impression that the chapter consists solely of a condemnation of education administration in the State of Washington. While there are many areas of education that require improvement, and relate directly to administration, the reader should keep in mind that the chapter devotes itself entirely to the problems of educational administration rather than its successes.

The quality of educational administration is critical to the success of the Title III program in Washington. Before widespread changes can be achieved within the state's educational system, it is first necessary to change the attitudes of administrators toward innovation. Far too many administrators are inclined to say "We know we've got problems but just give us more funds and staff and we'll solve the problems." However, most problems confronting education today cannot be solved by giving students "More of the same." This is not to say that some schools do not need more money; many do. It is unfortunate, however, that most education administrators view money as a cure-all. It is not. Many of the school problems defined in this report not only would not be solved by an increased budget but would quite possibly grow worse. In a recent report on New York City's schools issued by economists of the First National City Bank, it was asserted that there is little correlation between "compensatory" expenditures and pupil test scores. Other studies have found the same to be true. The New York study contends that improvement in skills was associated not with money but with school morale, as reflected in the principal's confidence in his professional staff, his respect for teaching aides, his sympathy for innovation and his success in developing ties between parents, the community and the school. The report consequently recommends that more attention be given to the selection and evaluation of principals and teachers, rather than to raising additional money--money which will be largely wasted in frustrated attempts to raise skill levels rather than attitudes.

General conclusions that have emerged from the focus interviews in Washington State are that (a) attitudes of educational administrators must be changed considerably if the Title III program is to be viable, and (b) that changing those attitudes will be no small task. The demand for change in administrative practice is both visible and continuing. All groups interviewed, parents, teachers, students - even administrators themselves - indicated that significant changes were needed. Many educators felt that they, rather than the students, were underachieving. They were dissatisfied with their performance as educators because they could perceive (a) what they should be doing and compare that to (b) what they were in fact doing in the classroom. That is, they knew "what was" and "what should be" but were unable to develop practical strategies for bridging the gap. Hence, many educators felt a profound frustration.

This chapter reports, and analyzes, the major and recurring points of discussion from the focus interviews. Since the discussions were related to improvement of the system they naturally concentrated on the few points which were perceived as basic problems, rather than all aspects of administration. Hence, the present chapter makes no claim to cover the full spectrum of education administration. Several important issues, such as budgeting and district size, are not touched on in this chapter. The four topics related to administration which are covered are listed below.

a) Planning - including the development of objectives intended to orient the schools to specific target populations and strategies for achieving objectives in the face of scarce resources:

b) Program Operations - or day-to-day administration, including recruiting and personnel policies.

c) Leadership and Morale - including teachers, students and community.

d) Accountability - to faculty, students, the community and State and Federal administrative agencies.

PLANNING

The primary objectives of educational planning are, first to orient schools to local problems, second to assure change in keeping with a constantly changing world, and third to teach students proper attitudes as well as necessary skills.

At the present time, administrators are planning programs and judging success by either misleading information, or information which is internally generated. The data includes student attendance, teacher turnover and pupil test scores. At no time during this study was there evidence of an operational program for collecting information from elements outside the system itself. Hence, many respondents, including administrators, viewed the school system not only as unresponsive and unadaptable to local conditions, but progressively less oriented to its clientele over time.

If planning is to effectively orient the system to its clientele, the planning process should include participants from outside the system. Inclusion of students, for example, would not only improve the quality of planning, but would have the additional benefits of improving student attitudes toward the learning process and developing student responsibility. A student had this to say about the flexibility of the present system:

> "This place just seems like you go sit in your classes and teachers force things through your ears. And then you forget it and then you go and get a job at Boeing, tightening the A-1 bolt...This is supposed to be a place where we get an education, develop our minds and decide what we want to do and not just get used to this society. This is supposed to be a place where you can create your own little niche. You can be a researcher at Boeing, you don't have to just tighten bolts."[1]

A parent articulating the critical need for school planning touched on the importance of teaching lasting attitudes rather than obsolescent skills:

> "In the last thirty or forty years a man has had to relearn his trade skills at least once, but in the next thirty years, students now in high school are going to have to do this at least ten times. The point is this: that what we are putting emphasis on at this stage is not learning facts but that they are learning how to learn, where to learn, where to go to find out, because a good deal of it is going to have to be done by themselves."[2]

In order to properly orient the school to its local clientele, it is first necessary for the school and the community together to develop statements of measurable objectives. Perceptions expressed by respondents at the focus interviews implied that present educational goals are short sighted and superficial. They indicated that getting good grades and going on to college were often thought of as goals of education, but should be re-evaluated at this time. A parent, discussing the orientation of schools in general also implied a specific need for alignment of parental goals with educational goals. In this particular case the parent shares the responsibility with the school system for pressuring the children to go to college whether they are inclined to or not:

> "Anybody, from the time they are in the first grade, are sure that they are at least going to get a B.A. or B.S. This seems to be the thing we point our children at whether they're qualified to go to college and to get an education or not. So maybe we better take a look at the entire school system."[3]

A school administrator defined the need for educational goals:

> "It is my opinion that the school cannot begin to develop individual instruction until we develop an up-to-date philosophy on what we are all about now."[4]

Following a statement of measurable objectives, the school can then assess its educational needs and examine alternative strategies for achieving the objectives. To achieve the objectives, resources must be inventoried and allocated, and a plan for operation set forth. The operational plan should include a "feedback" process to insure continuing responsiveness and orientation to local demands.

Teachers suggested strategies and resource allocation which could be considered. In the urban metropolitan area a teacher suggested a demonstration school as a possible solution to the many problems facing education today:

> "What we need to do is set up a lab school...We should be able to have a laboratory school, where we can demonstrate and use strategies and techniques and set up an ideal curriculum. It could be sort of a pilot plan to see what works and what doesn't work. But to try to change the whole school system just on the basis of no data...I would like to see all the people in the world who tell me they know the answers and what is wrong with

> education, come in and show me that they can correct the things that are wrong. They can come and show me, and I want time off from my teaching to go and observe it. And I want my cadets to have some kind of experience in this kind of situation...We don't even have any data gathering devices to find out how kids learn even."[5]

Another teacher suggested an unstructured learning situation:

> "He doesn't have to attend any specific class. If he does not attend, he obviously won't get credit. There are no specific requirements. If a kid wants to drop out of school he has a right to do so. If a kid only wants to take two classes a day and have a part time job the rest of the day, he has a right to do so and take ten years to graduate. One of my brain storming ideas was a year round school so that the kid could go maybe two hours a day and go the year round if he wanted to. Or, he could pack it into two quarters and have two quarters totally free."[6]

Nearly all participants in the focus interviews felt that the resources presently available to the educational system were not being adequately utilized. Regarding more effective use of fixed facilities students had the following comments:

> "Why don't they use this school to teach classes during the summer?"
>
> "Not for a grade or a credit, just come and do something, just pay for materials or something."[7]

A rural teacher, on the other hand, felt that unless the school was located in a metropolitan area with an unlimited variety of community resources to call upon, very little could be done to change the system:

> "Another thing, in the city, if you have a few students who want a class, you can go down and, say, talk to a commercial artist and he can come up and teach for an hour or two and he enjoys it. The kids know they are getting the best. But in a place like this you can't draw on community resources because the resources aren't there."[8]

Teachers are only one of the many resources available to administrators for achievement of objectives. However, they received by far the most comment from interview participants. It was the perception of participants that administrators did not always use the best judgment in recruiting and assigning teachers. While this topic is more nearly an operational aspect of administration it is mentioned in this section on planning because teachers are the most critical resource which administrators draw upon. A misallocation of that resource has multiple effects which are more detrimental to students than many administrators realize. The following comment by a student is representative of a great number of similar comments which were heard during the course of this study:

> "Another thing, we have teachers come here, like history teachers. Maybe there's a history teacher that already has a job, so the history teacher ends up teaching seventh grade science or typing or something. So kids don't learn how to type and other kids don't learn science very well. They just go by the book and films, that's all."[9]

OPERATIONS

The operational aspect of administration concerns the execution of those plans and strategies estimated to be most effective. While most problems discussed in the interviews were related to recruiting and management of personnel (i.e. teachers) other aspects discussed included full utilization of resources, consistency between grades in achieving overall educational goals, and cost effectiveness.

The major criticism regarding the personnel policies related to an almost universal dislike of the tenure system and the lack of incentive and/or merit system of rewarding teachers who have done a good job. A statement by a student epitomized the feelings of many others on the quality of teaching and teacher incentive:

> "I think there should be nothing like tenure. I think that should definitely be abolished. I think teaching should be like any other profession; they should be able to be fired and hired as their boss dictates. Some teachers get so bogged down with the fact that they can't be FIRED, that they'll just keep teaching the same way without changing."[10]

As with executives in other fields it is very difficult for educational administrators to get away from the pressing day to day problems which require remedial action and to concentrate even for a short time on "preventive" planning. The following comment by a teacher indicated the beseiged feeling common to many teachers and administrators:

> Well the reason I asked that question is at first when you said about new, or innovative, that I think again and again we are missing the point. You've just got to have fewer kids and more room and a quieter room, and not such a heavy schedule. We right now have got three lunches, which must be over 500 junior high kids jammed in there for half hour a-piece. They hate the system that runs it and puts this on them. And we're stuck. Yet supposedly something's got to be new and innovative. Well, to me it doesn't have to be new: another lunchroom or another school so there's more room. We get back to where people could (relate to each other without having the) teachers under pressure. We have a different group of 35 kids every 48 minutes seven times a day. I've got a home room besides that, some other kids. And even the names--all the neat things will do nothing if we keep [illegible] so many in a room; I'd say no more than 800, 900 in a junior high."[11]

The attitude expressed above is perhaps more prevalent than most observers care to realize. Administrators cannot take time for preventive planning because they are simply too busy with real and imagined emergencies and crises. The administrator feels caught in a vortex of educational activity from the moment he takes his position and feels somewhat powerless to escape.

The lack of leadership usually shows up most prominently in stress situations. A parent in an urban disadvantaged area said:

> "It's just a deteriorating educational atmosphere and all the other things that come to pass when you don't have people equipped to deal with the kinds of problems that they're faced with. I'm speaking of leadership, frankly - white administration in not being able to cope with the problem of black kids, and these problems were occurring on a regular basis."[12]

Lack of leadership can also be reflected in a school atmosphere which, although often very busy, also appears to students and teachers to be without purpose:

> "School takes up too much time and has too many requirements. There is no time for you to be helped. Everything is rush and hustle to classes, to lunch, back to class, etc."[13]

Administrative leadership entails periodic boosting of teacher morale in order to assure proper teacher attitudes. A teacher had this to say:

> "I don't think that a person who is questioned in his own value is a very good teacher. I don't think that he can do an adequate job, unless he is happy with himself or satisfied with himself. I think there are many conditions that continually erode the faith of the teacher in himself as a human being."[14]

Furthermore, the morale of teachers has second round effects on both student morale and learning:

> "I think when they hire a teacher, they shouldn't make them teach something they don't want to teach. This teacher last year had to teach English II and she said she didn't like it nor did she know anything about it. And we didn't learn anything either."[15]

Some of the more subtle aspects of administration and morale relate to the sensitivity of ethnic minorities within the school system and in turn the administrative sensitivity (or lack of same) to such problems. A parent articulated the problem as follows:

> "If you are Mexican or Negro, they excuse you. And I don't know - they think they are helping you here. But they really are not. They are excusing you because you are colored or Indian. They are going from one extreme to the other. Before, they would knock you; now, they bow over for you. And you are back where you started from. And I, being Mexican-American, I feel they are not doing me a favor - they are not."[16]

ACCOUNTABILITY

Since the term "accountability" is presently in vogue (and consequently widely misused) it should first be defined. As utilized in this report, accountability simply means an explanation of the discharge of accepted responsibility. Stated even more simply it means to answer for activities undertaken during a given period of time. Accountability includes such factors as cost effectiveness, evaluation and a continuing dialogue with those to whom one reports. In the case of school districts, accountability, or reporting, would be to the community and the students on the one hand, and to the state and Federal government on the other.

Unfortunately, very little is undertaken by administrators which is not required to be "accounted for" by a presumed higher authority. Only infrequently are the requirements of the higher authority called into question. Most often they are accepted as a "given". A parent had the following to say:

> "The state requires that they teach a certain amount of subjects, so here we get back to the problem of state rules and regulations and district rules and regulations."[17]

Many educators unfortunately view regulations as dictating their total method of operation. They consequently feel hamstrung by higher authorities. A teacher from a rural area expressed this feeling:

> "I think it's all a matter of economics here, though. We can visualize and we can imagine and we can wish for all these things for the children but we're going to have to have more staff on our faculty. We are badly in need of them because we must, in order to graduate them with a good conscience, follow state regulations and state requirements."[18]

An administrator, on the other hand, viewed the problem of accountability less in terms of fulfilling regulations than in responsiveness to the school's clientele and immediate community:

> "We have to be committed to this concept of defining to a certain extent, with the student, with his parents, of where the student actually is. We can't just be all over the map and say, 'He should be here; we're going to bring him to that point by nine months from now.' The logical point this student could ask us, and one that probably goes through his mind which he doesn't ask because he's not equipped to ask it, and one that his parents would probably ask but they're not equipped to ask it, is 'Why?', 'Why are you going to bring me to this particular point in nine months?'"[19]

The above is a good example of not only accountability, but of information input for a continuing planning process. A teacher offered a strategy for correcting the lack of responsiveness of administration to the clientele:

> "Students and teachers should elect the principals. Not

> indiscriminately, but on some agreed basis. That is, we can't impeach the principal every two weeks if the kids don't like him. But we could have a way of electing over a period of a year or two years. But remove it from the category of the administrators where they put their flunkies in. Where one puts this flunky in and another puts this flunky in, and we get a bunch of flunkies and they are all puppets all the way down the line."[20]

Finally, it would be unfair to leave the topic of educational administration without pointing out that this chapter is conspicuously silent about the achievements of some schools within the state. Not until Title III takes the second step in its planning program, and begins a quantitative needs assessment can achievements, as well as problems, be uniformly measured. Hence it is only fair that, for this interim report, at least one of the factors which constantly erode administrative idealism should be pointed out. The following statement by a parent should evoke, at least for administrators, the image of the parent who all too often invades the school office and prevents them from collecting information, planning, developing alternative strategies, exercising leadership, and seeking to establish rapport with the community:

> "What is this I hear about the girls talking of wearing pants to school? I heard this from a ninth grader last night and he said if they did the boys were going to wear dresses! Why is this even brought up? Why is it permitted that they can even think it? Also, I think that in the schools there should be a set length for the dresses."[21]

[1] *Student: Suburban*
[2] *Parent : Urban High-Mobility*
[3] *Parent : Urban Metropolitan*
[4] *Administrator: Suburban*
[5] *Teacher: Urban Metropolitan*
[6] *Teacher: Suburban*
[7] *Students: Urban Non-Metropolitan*
[8] *Teacher: Rural*
[9] *Student: Rural*
[10] *Student: Urban Disadvantaged*
[11] *Teacher: Urban Metropolitan*
[12] *Parent : Urban Disadvantaged*
[13] *Student: Suburban*
[14] *Teacher: Urban Metropolitan*
[15] *Student: Rural*
[16] *Parent : Urban Non-Metropolitan*
[17] *Parent : Rural Ethnic*
[18] *Teacher: Rural Ethnic*
[19] *Administrator: Suburban*
[20] *Teacher: Urban Disadvantaged*
[21] *Parent : Suburban*

APPENDIX

FOCUS INTERVIEW EXCERPTS.

The following quotes are excerpts from focus interviews conducted with students, teachers, parents, administrators and businessmen. Quotes are presented for each interview area and for each of the six need categories. (See Chapter I for definitions of the interview areas and need categories). Some need categories were not discussed by all respondents. Thus the number of quotes presented varies by area and category. Quotes from the interviews with businessmen are presented at the end of appendix.

URBAN METROPOLITAN

Student Involvement

A. Students

1. "I think the reason I don't get turned on is that I don't see the relevance of it - where I'm ever going to be able to use it. Maybe if the students KNEW what the teacher had in mind, it would be a better class."

2. "Change the cadence and the whole thing, and make school more interesting. That's why we have more people that don't learn because they are not interested,drop-outs."

3. "And I think for another thing they should let the student do more of what he wants to do. Some people are good at writing. Some people are good at talking, some people are good at just reading, understanding and interpreting. Just because five people out of a class of six like to write, don't make everybody write. Help them along with what they want to do. More individual."

B. Teachers

1. "I think our kids these days, maybe more so because of all the communication that is around us, are bombarded with a terrific amount of instruction...When you stop to think

about it, and I've often used this example, the kid gets up in the morning and the first thing he hears is a command to get up and from that moment on somebody's telling him what to do or what not to do pretty much all along or giving him instructions for something and so on. Pretty soon they get so they are confused and tune in and tune out what they think is new or relevant or interesting."

2. "Yeah, but how do they know what they want? Some kid says, even now, 'Oh, I want this,' and it's a whim of the moment. Some of them are so indecisive right now as juniors in planning their own program. For example, as seniors they're only required to take one subject, the rest are electives. And what do some of them do? All they take are four subjects and they want to get out of school."

3. "Somehow what that kid does in that school on any one day should be something he feels is worth doing. He shouldn't be doing it because it's going to help him make a living ten years later, or because it's going to make it possible for him to pass a math course in college, or any other course any other time. It should be something appropriate to that kid at that time, and that's all."

C. Parents

1. I think there is too much emphasis on remembering dates and things to pass a test and not necessarily gain knowledge. I think math particularly could be taught in a much more interesting way so that it relates to something you're actually going to use afterwards. I think it could be made so that the kids find it interesting. If it makes sense to them. They'll only learn if it is made interesting."

Educator-Learner Relationships

A. Students

1. "Well I think teachers that don't think of you as a number but as a student (are good teachers). You know a lot of

teachers say 'Well I don't want to be involved with my students because it might affect their grade, you know.' I only think that if the teachers get to know their students... I can understand why the cadets might be easier to talk to because I think they're more interested in the students. But I think too many teachers don't want to get involved."

2. "When I had intermediate math last year, he (the teacher) had a way of...well, he couldn't communicate with the students as well as I thought he should have. He had a way of making hard things too simple and simple things too hard. He had a way of confusing you."

3. "A kid should be able to raise his hand and ask a question about anything in his mind. Instead of (the teacher) looking at him strange."

B. Teachers

1. "Just a moment ago you said some kids are disgruntled, frustrated--what can anybody do about that?"

   "What I do I work with them after school at night, give him a chance to finally come down to earth if I give him just that much extra time. And I'm one of these teachers who stays here until 4:00 or 5:00 o'clock."

2. "I don't know, I just try to open myself up as much as I can to them, learn their name and meet them at the door and be able to just say their name makes a world of difference. Walk down the hall like this and say 'How you doing Johnny.' 'Feeling fine,' just little things...But eventually I think they adapt to it, but initially--"

3. "Right. For instance I can think of one person in particular ....I've heard this man say, 'I could care less. My job is to teach my subject. I don't care what the problem is.' Now this isn't right."

C. Parents

1. " ... you walk into the classroom, a teacher will not say, 'Johnny, take the gum out of your mouth. Go put it in the wastebasket. You can't concentrate when you are chewing gum.' She'll bypass this individual because maybe he is one who does not hold his hand up every day. She goes over to the one who always holds up his hand. This is fine for class participation. But is she showing a proper respect to all students? Is she giving each student a chance to express himself and to do something? To me, by doing this, psychologically she can, I won't say destroy a pupil, but she can sure hurt him. If she doesn't feel that he knows something, fine, but teach him something, or try anyway. Don't just bypass him and send him on to the next grade at the end of the year."

2. "My daughter is in one class that the first couple of months that she came home from school, she said she would never make it through this class. She said the teacher stands there and reads out of a book all day. It doesn't make any sense, she says. About three weeks ago she had a student teacher come in. She says that she thinks she'll make it through the class. The student teacher gets the class interesting when the teacher leaves and she can learn something."

3. "We just recently hired 50 low-income people in one of the target areas, 44 of whom will be teacher aides and 6 who will be liason people to bridge the gap between the school and the home. Approximately 50% of these people are from ethnic groups. These children can identify with some of these teachers. These people coming in to teach have had some of the same experiences, some of the same problems that these children are experiencing. At the same time there will be career ladders built in for full teacher certification."

Self-Image

A. Students

1. "(Kids are having) an identity crisis. With all the people in this school, everyone is smaller than they really are. We are in a big school. You have to do something within that

school so that all these people know they are-- people."

2. "(Students) are seeking some kind of privacy, something in common with each other, so they do cling together."

B. Teachers

1. "I think it's wrong to expect (the student) to do something he can't do."

C. Parents

1. "I really wasn't thinking of competitive worlds, I was really just thinking of youngsters as they are. I know they have to get out into a competitive world, but you don't start them out there when they are in the 2nd grade, I'll tell you that. What you do in these grades: my little girl gets A's and I tell her never to show her report card to her friends--some of them get D's and they are crushed when they see hers. They just don't try any more. This is a fact with children. You can't make adults out of little ones who don't understand like you do. I know what you mean about a competitive world, but if the basic things are put there, this all comes later. If they get a wrong start, they're beat before ..."

Curriculum Structure

A. Students

1. "History should teach culture, I think. In a school you should teach culture, what is now, what is real, instead of on the surface things. If you really want to go back into history, teach African culture and Irish culture and really get into it. Teach music, teach dress, instead of 'Remember this and remember that'. It's pretty flimsy, pretty weak."

2. "I think they should have one course, something maybe everybody can get a hold of, that you can take material on something you would like to go into, a job that you want to do, and you can plan maybe your high school courses around this type of thing. Like maybe somebody wants to be a veterinar-

ian, you can take certain courses that would help, like biology and that kind of thing, and they should introduce new courses into high school. Maybe it would be practical for students who want to go into a certain vocation, pretty sure they WANT to do it, but there isn't really anything they can take in high school that will help them. Like to get ready for the college courses we should have some courses they could take. I suppose lack of teachers and space, that sort of thing, would sort of prohibit that."

3. "Why don't they teach subjects that we can use when we graduate? Things that we have to live by, things that have to do with being alive, like sex education they could teach, what life is like maybe in a slum or ghetto, or what's it's really going to be like to go to college."

B. Teachers

1. "I think they need the general learnings, for example, in the area of social sciences. I think if we go too much on this elective - they want to make it a package deal where you pursue one area - then they don't get some of these general concepts that I think anyone needs to communicate in this society."

2. "I think that one (area needed) is verbal communication. I think we need, for instance, more emphasis on speech...these kids just hate to get up and give a speech - I mean, speaking in front of their fellow students - they don't like to do that."

3. I would first like to make a study with each group (of students) as to exactly why we are there in that class. Once we have decided why we are taking industrial arts, and the way of interpreting industry, as well as what kinds of industry, then look at our own facilities to see if we have the wherewithall to experiment with industry, and the tools, the materials, and the processes that industry uses today. And I would like to have Science teachers come down and explain some of the theories of metal, and why there are ferrous and nonferrous metals."

C. Parents

1. "I also feel maybe a course on law and citizenship (is needed). I ran into this pamphlet. It's called Teaching Aids for You and the Law: A Project in Citizenship. And I've been so

excited since I found it that I can hardly stand it. It's really great. And I don't know half these things that they indicate. They've got wonderful films on vandalism, understanding the law, respect for property, youth and the law, the school dropout--a whole course of outlines that could be given in the school."

2. "Well, this is another course that I sort of had in mind. I understand World History isn't required any more; it seems to me that maybe a course could be substituted, I would think it would be required, on what everyone faces upon graduation: how to fill out an income tax, knowledge of insurance. Everyone who drives a car should know about insurance, how to make a loan. I had a teacher in high school tell me that he actually had a graduating senior thinking that he could go down to the bank, borrow a hundred dollars, pay back the same hundred dollars, a year later. They don't really realize what loans are all about and they are going to fall prey to a loan shark. I think they ought to know about making out wills, just basic things that everyone should know about. Some teachers are teaching some of these things maybe in home ec. or another one is maybe slipping it in someplace else. It would seem to me a business law course that would deal with just plain business facts that they should know upon graduation, would be a good required course."

3. "As far as I'm concerned, art appreciation, taught properly, would be the right thing. But to have my kid go up there and scribble on a piece of paper for an hour is sure as the dickens not art."

Community Involvement

A. Teachers

1. "The remark that was made over here a while ago, that we should have the parents help these kids decide what they're going to take, well you just try and get them interested in this type of thing, especially in the high school level, because the first thing you know the youngster's taking something and you have a telephone call, ' I didn't know my youngster was taking that' and you have a rule that they have to take everything home and get it signed but I'm not about to do that. So they're going to have to get the parents interested in this too."

2. "It could be that we are planting a crop that we will harvest one generation from now, and maybe we will have parents that are more concerned. But we can't sit and wait for them, I know that. But Steve needs a parent more understanding of his problems in school."

   "Well that's what I think this college generation that's caught in so much trouble right now.."

   "Maybe if we begin to look in that direction, get the young parents involved as soon as possible and keep them involved."

3. "...a third of my Geometry students are in there because they think they are college bound, the parents say "You've got to take Geometry.'"

B. Parents

1. "It isn't all the responsibility of the teachers, but the teachers have our kids more hours in the day than we do. And one little example, but when the fuss started about the hairdo and the clothes they were wearing, we were fighting constantly with our son at home about what he wore to school, and told him, 'You're not going to wear your hair down to here.' We really had a constant battle to discipline our son, school isn't a place you just run around in nothing...And we go to a PTA meeting and here is one of the teachers in sandals and long hair and beard. How do we fight this? How do we discipline at home when they go to school and see the teachers this way? They come home and say, 'The teachers are doing it, why can't we?"

2. "I just wanted to say I don't think anything is going to help until you set up a program to involve these parents who don't care about their children. Parents have got to be involved and that is the only answer to these problems."

3. "A teacher is only as good as the parents who back him."

   "That's right, that's very true. Or only as good as a parent forces them to be."

   "They have to have cooperation from the parents to do anything. A good teacher is no good at all without the co-operation and assistance of the parents."

Educational Administration

A. Students

1. "The only study hall we have is actually the cafeteria. You can go in the library, but if you discuss with anybody you are right on the list. You can't turn around and say or ask what someone thinks about a problem. There is one study next to the library that will hold about 30 people and it is always packed. I think this should definitely be either a senior study, or a senior-junior study. There are no other study halls in this school, unless a bunch of kids want to go find an empty room, which is very rare because we are quite packed this year."

2. "Well maybe they could open up the (community college) vocational campus to high school students that want to drop out of high school and start on a vocation right away instead of waiting a few years."

3. "I think the school ought to account more for individual people instead of making it like a processing machine, where everyone goes in and comes out the same. Let them go in being what they are and training them to be better."

B. Teachers

1. "I would like to see the class load reduced from 5 to 4 so that you would have another period besides your preparation period to bring in some of the students who need individual help and get at them. They're carrying the load themselves. How are you going to get them in there? We've got bus interference, teacher interference. I don't want to give up one. You don't want to give up one. We've got to have time to fit it in."

2. "What do I mean by guidance? Satisfying the personal needs because, for instance, in a home room situation that we have here, I have 32 in my home room, there isn't a day that goes by in my home room that I don't have something that may be a personal problem to handle. Now, how should I go and talk to them? Or have you talked to them? I've

learned a lot of guidance by experience. I suppose what I really should do is send them down here to our counselor. What have we got, five or six of them?"

3. "Well the reason I asked that question is at first when you said about new, or innovative, that I think again and again we are missing the point. You've just got to have fewer kids. And more room and a quieter room, and not such a heavy schedule. We right now have got three lunches, which must be over 500 junior high kids jammed in there for half hour apiece. They hate the system that runs it and puts this on them. And we're stuck. Yet supposedly something's got to be new and innovative. Well, to me it doesn't have to be new: another lunchroom or another school so there's more room. We get back to where people could (relate to each other without having the) teachers under pressure. We have a different group of 35 kids every 48 minutes seven times a day. I've got a home room, besides that, some other kids. And even the names--all the neat things will do nothing if we keep on having so many in a room; I'd say no more than 800, 900 in a junior high."

C. Parents

1. "... Anybody from the time that they are in the first grade are sure that they are going on to at least get a B.A. or B.S. This seems to be the thing we point our children at whether they're qualified to go to college and to get an education or not. So maybe we better take a look at the entire school system and get them pointed toward work related things in school rather than college."

2. "Good teachers should be paid well, and poor teachers, just like in industry, should get out. There shouldn't be any incentive for them to stay on."

3. "We're, I presume, all of us laymen in the field of education. We pay over 2200 people. I read in the paper where their average income is somewhere over $10,000 a year for 183 days of work. That's a teacher. I think that, as far as I'm concerned, what is good in individual instruction or what is the way to achieve discipline in the schoolroom isn't a question that I as an individual can answer. I know how

I achieve discipline at home. I couldn't ask a teacher to do it that way, I suppose. But these people that we are paying a fine salary, I think, who are supposedly professionals, should answer these questions for us. It should be enough that when we say we want discipline, we don't like teachers with the mod look, we don't like the permissiveness of the attitude."

URBAN DISADVANTAGED

Student Involvement

A. Students

1. "I don't think you should have to go to class if you don't want to. I think that if the class is interesting, the teacher's interesting, the subject interesting, and you feel like you're getting something out of it, you'll want to go. But the way it is now, you have to go whether you want to or not. If you don't want to you really don't get anything out of it."

2. "I found that when I was a sophomore that I was being taught the same things over and over. So I told myself if I wanted to learn anything, I'd have to learn it myself. So I just started reading books about things I was interested in."

3. "I think the first main step in having students have more of a say-so is being able to choose which classes you want to take. The reason we go to school is to prepare ourselves for what we want to do when we get out of school--for the rest of our lives. The purpose when you get out of school is to have a job and something you enjoy doing and make some money. So I think the students should have the say-so on what classes they should take."

B. Teachers

1. "Part of how they learn is through speaking and listening and quite adeptly. It is just that teachers aren't taught how to take advantage of this. Most kids can speak as fluently as you can or I can, and most of them, if they are motivated, can listen that well. The fact remains that reading for reading's sake is lousy-I can see no profit in it. They gain nothing that satisfied their soul to read Shakespeare. It does them no damn good."

2. "We are getting back to relating learning to the real world and not to some make-believe world. You know the Dick and

Jane stuff...Baseball...you get kids that are sports nuts around here; they read sports magazines ten times a day. I can't get them to crack a book in science until we sit down and talk about why a ball will go from here to there because you hit it hard."

3. "They (students) exhibit short attention spans, which are not that in reality. Give them something they like to do and that attention span is much longer."

C. Parents

1. "Let me give you a good example. You say a kid should read about cows, horses, pigs, and stuff like this. A lot of kids in the Central Area, right down there at Leschi, have never seen a cow. He gets his milk out of a bottle so why should he worry about a cow. This doesn't interest him. If you've got some material that's interesting or if the teacher can relate exactly what the pig or cow is for, then maybe the kid is more interested. If I'm looking at a science book and don't know anything about science, forget it. But if I see something about jazz over here, I'm interested and I'll read it. A kid is the same. You'd be surprised at how many kids have never been outside Seattle, on a farm or anywhere. And the materials don't interest them because the teacher takes it for granted they should learn to read what's here."

2. "Fix it so the kid that wants to learn can keep on going. And let the teacher know who the kids are that are falling behind so they can get more individual training-that's where individual instruction comes in."

D. Administrators

1. "I see a lot of kids that are turned off completely. They say it is not relevant. You see so much of that. Now we might sit back and argue that they don't know that they are too young, and we know what they need."

Educator-Learner Relationships

A. Students

1. "(The teacher) doesn't put you down for what you say, or what your feelings are or what political party you belong to or anything like that. You say what you want and if anybody wants to argue, that's fine. They can freely express their opinions."

2. "It turned out that neither class was planned well, and the teachers didn't actually know what was going on themselves. They waited until the day of the course to plan that day's particular course lesson and now both courses don't exist because they said student interest wasn't great enough. It wasn't that there wasn't any interest. It was just that the classes were lousy. You didn't learn anything, so why stay in the class when you could be in another class where you might learn something. Why waste the time?"

3. "The woman that teaches that class can't teach any class any good as far as I'm concerned. Do you remember how I said that teachers try and make classes relevant and still keep you learning, but that they just don't know how to do it? Well, this teacher's one of them. She tries hard, but it just doesn't work. She's got no class discipline, and you've got to have that sometimes, so that everybody respects everybody else's opinion."

B. Teachers

1. "Maybe the problem is that most teachers have never been in the world. They go through high school, college, and then they come back to high school, and they haven't the remotest idea what is going to be expected of them."

2. "A teacher who would over-react to what a Black student would say in another community, even if they were all the same group, would still be a poor teacher because they would over-react in the wrong way to OTHER students. In other words, the basic problem is having a sensitivity to students. Once you have that you can learn to react in every situation."

C. Parents

1. "The individual instruction is great, is fabulous and it's needed. But among the students that we are presently working with in terms of individual instruction, a large majority of those kids, black children, if they were motivated by the literature that they were involved in and the teacher had more of an understanding of that kid's background, the unrest, the things foreign to him, if the teacher could get around those things, he could start him to learn."

D. Administrators

1. "All you can do in a classroom is to throw it open to the youngster so that he can present the answer to a given assignment verbally or in written form or (by) some visual method. You will see these kids go where it becomes the natural thing for them, and I think once you spot that kid that is visually oriented but not verbally, and if you give them an opportunity to succeed and go that way, we have already solved quite a problem."

2. "The art teacher can encourage students to express themselves and go off in different directions. The very thing that makes the art teacher successful is the thing that makes the classroom teacher feel unsuccessful. The art teacher can encourage differences. In practical situations this is the same thing that makes the academic teacher feel unsupported where everyone must complete step A before going on the step B."

3. "I have a feeling that most teachers do not feel good about their subject and this comes across to the student."

Self-Image

A. Students

1. "The Orientals are really something between. They're not really accepted by blacks--they're (really not accepted by whites either). Like a lot of Orientals want to get a COUNSELOR that's Oriental because then they can relate more. But all they have right now is Negro counselors and Caucasian counselors."

2. "I think we probably should have a person to relate to every race group, not counselor number one for the black counselor number two for the whites, just have them THERE."

B. Teachers

1. "I think that one of the things that you really have to do is to try to aim at an individual student, so that when he finishes up whatever schooling he is going to get, he will have some way of judging his position and where he is going to go and have some power over it."

C. Parents

1. "Even such small things as a child's comical habits, and his jokes are different. It's just a known thing that black culture is different from white culture. You can read all you want about black culture but I think if you are familiar with the area and the way a gathering of black people carry on, it's completely different from white people. But it's all honest."

Curriculum Structure

A. Students

1. "The history should be not only of the Caucasians but of every one else. Tell more about the other people who live here also, the Indians, the Negroes, how they came here."

2. "Most of the curriculum is aimed at the college-bound right now. All of the courses are required for college and once out of high school they don't help you. The history, for example, won't help you on your job if you are going to be a grocer. (What would you substitute?) Well, have more courses in retailing. They DO have one retailing class right now--more courses like that where they teach more in depth about the field..."

3. "It seems to me that the way that the educational structure is set up now, the only jobs you can get out of it is to be a teacher or work in a laboratory, be a scientist. But not everybody wants to do that. Some want to be fashion designers or musician, or plumber, or welder, an entertainer, carpenter, beautician."

B. Teachers

1. "I like your point that these lower class White children react the same way, theyDO. They got up in my Washington History class and said "Why do we have to learn this crap?" And really, in getting to know them, I almost agreed. In other words, our curriculum ISN'T relevant, and this shoots us right back to vocational training."

C. Parents

1. "Make the books more relevant. Start getting publishers to print history and life as it really is instead of just upper middle-class level. Bring it down to earth."

2. "I think there should be a whole new set of books throughout the state where there will be no getting around teaching certain things. Right now - a certain district - they don't even have to have a black history book in their school if they don't want. Whereas, if they have a history book that taught history itself - period..."

3. "In the past, we spent very little time talking about what was happening in Montgomery, Alabama; what was going on in Lowndes County, Alabama; what was going on with the freedom riders. We spent very little time with those. We didn't go into the Mississippi freedom riders and buses being overturned and burned and churches being bombed. We didn't talk about those very much."

Community Involvement

A. Teachers

1. "Elementary has a parent council, and teachers are selected by the principal (to be) representatives on the council and maybe kids too, I don't know. But I think this is good."

B. Parents

1. "The parents are not making enough money. The mothers are working two jobs in a lot of cases...just poverty in itself. There are a lot of kids going to school without breakfast. This is true. So I think we need programs to actually help parents."

2. "Most of the parents that go to school do so because of negative, not positive reasons. And usually after two or three trips they are hostile. They have to be hostile because every time they go there they find out what the child's done wrong, nothing about what he's done right. So this turns some Black parents and some White parents, against the school administration."

3. "A home-school liason program would certainly be more effective in bridging the gap between the parent and the teacher. And more home-school liason people could carry on the communication between the school and the parent, as well as getting the teacher involved in being able to make visits to the home, to really give them more of an idea what is going on. If we had an extra grade school teacher, for instance, who did nothing but relieve teachers in their classes so they could make visits to the home, this kind of thing, to really get to know the parents and talk with them about the problems the child is having, for those parents it's very hard to get to because of babysitting or apathy or because they don't really feel the school is addressing itself to these kids. It's a white institution you know and we just send our kids off there for those workers to work with but they're not really interested in our kids."

Educational Administration

A. Students

1. "The school system is trying to make everybody the same. They 're making everybody go the same way by having all these required courses. I mean, they encourage everyone to go to college in order to have a good life, to make lots of money, but they don't encourage anybody to go into vocational fields. Yet there's twice as much money being a carpenter or a plumber than being a teacher."

2. "I think there should be nothing like tenure. I think that should definitely be abolished. I think teaching should be like any other profession; they should be able to be fired and hired as their boss dictates. Some teachers get so bogged down with the fact that they can't be FIRED, that they'll just keep teaching the same way without changing."

3. "Let the students choose their teachers, because then, even though you get a lot of students and one teacher, the teachers that are not picked are unpopular and they'll get the message FAST."

B. Teachers

1. "Students and teachers should elect the principals, not indiscriminately, but on some agreed basis. That is, we can't impeach the principal every two weeks if the kids don't like him. But we could have a way of electing over a period of a year or two years. But remove it from the category of the administrators where they put their flunkies in. Where one puts this flunky in and another puts this flunky in, and we get a bunch of flunkies and they are all puppets all the way down the line."

2. "Another thing I don't like is the idea that a teacher in elementary school is supposed to know how to do everything - teach five or six subjects, Art, Music, Social Studies, Language Arts, Spelling, Reading and Math. You can give me methods all day and I won't be able to do all that."

3. "I am curious how we can bypass the powers downtown to really get the program (we want). I have had first hand experience. What I want to know, I guess, is there any way that your program can bypass all the red tape that you go through? There was a teacher that I know who taught reading for five years, she was rated as a skilled teacher. When the principal moved he tried to get them downtown to let him take her with him when he left to go to a new assignment. They said, 'NO, she is needed at this particular school.' She asked for a transfer. They transferred her and made her take a second grade class, not a reading class, and gave her an ultimatum that if she did not take the second grade class, they would put her on a substitute basis and cut her off every day that she did not report-a skilled teacher in reading!"

C. Parents

1. "It's just a deteriorating educational atmosphere and all the other things that come to pass when you don't have people equipped to deal with the kinds of problems that they're faced with. I'm speaking of leadership frankly, white administration not being able to cope with the problems of black kids and these problems were occurring on a regular basis."

2. "Yes, the grading system is the same as when I was in school which is ridiculous in primary school with the continuous progress programs that are going today. This is the thing, fix it so the kid that wants to learn can keep on going and let the teacher know who the kids are that are falling behind so they can get more individual training..."

URBAN NON-METROPOLITAN

Student Involvement

A. Students

1. "It would be more up to the student because they have to say well, I can't handle this. You could just put it on the student's level and say, 'Now here's your life, you can take these classes or bum around if you want, if you don't want to learn then you don't have to, but this is your life.'"

2. "Well a lot of kids figure, 'I'll go to high school but I won't do any work. I'll just get D's and I'll just pass. And I'll still have that high school diploma to set in front of a guy when I want a job.' And that's all they are working for. They don't want the knowledge. They don't really want to be there. They just want that little piece of paper that says they are supposed to be knowledgeable and supposed to have brains. They just come here because they think if they don't they won't get anywhere."

3. "If you're not interested in fitting into the machine, then why should you go to school? What if someone doesn't feel like they want to know how to spell and type, why should you force them to do it? If that's the way he wants to live. If he has a better idea in doing something if he feels none of this other stuff is relevant."

B. Teachers

1. "Now I teach, for the most part, senior writing, research centered writing, and I find that most of the students that come in are emotionally unprepared for that type of course. They have been held in a rather rigid structure all the way through school, and when they are suddenly given the freedom to choose the areas in which they are going to study, they don't know what to study. When they are required to structure their own work, they don't have the background to do it. It is a very laborious process getting many of them to the point where they are able to function as individuals on their own."

2. "You know my children were involved in a program such as this (i.e. independent study) several years ago. They were involved in it for three years and then they were thrown back into the public school system and to this day they both hate school. When they were thrown back into the public school system it destroyed every individual instruction and individual learning-they were so enthused those first three years."

C. Parents

1. "I think if they make up a story you know, the child, it could be fiction or the truth or experiences, I think that would be a really good idea. An then as they wrote the story they would have to learn how to spell the words."

2. "I know our kindergarten program children have been exposed to thinking for themselves and this is what we need to do to all our children and to ourselves. We are so used to being told now if you all this way you will be accepted and this is all we do. Go through life doing things because someone told us to-instead of using our own mental abilities."

Educator-Learner Relationships

A. Students

1. "What I like is when a teacher states his opinion and we talk about it and then he changes his opinion again, and we talk about it, and he'll even change it again. He does this to bring out other sides that might not even have been talked about and I kind of like that because it shows what different kids think and really feel. It makes other people talk besides just one person who has been talking all the time. It brings out other kids' values."

2. "There is respect to a certain extent, but this stuff about you are superior to me and I have to do exactly what you tell, now that I can't see. A good teacher shouldn't have to say that you have to do something. If he tells you to do something and you enjoy the way that he teaches and he is doing his job right the way it should be done, you should want to do that."

B. Teachers

1. "It is something when you tell a student something and they go to the counselor and the counselor cuts you down and makes you a fool, and this happens time and time again. Therefore, you have no faith in the counselor. You are in a sea alone with 30-40 monsters and no one up above helping you."

2. "I spent one hour guarding the halls during sports assembly today. It didn't help my attitude toward the whole school system any."

3. "Quite often the counselors get into the situation that they are trying to buck up into administration and they are trying to win a popularity contest and, in the process, they don't dare tell kids the truth about themselves. I think the best thing you can do for a kid is to give him the information he needs to help him decide what he is actually capable of doing. We spend our time building the pretensions of kids far beyond the level they will ever achieve."

C. Parents

1. "I think a teacher has to accept individual differences and cultures and everything else. I don't think you can come in and teach everybody and instruct everybody in the same method."

2. "I've heard a lot of high school kids say that they are in the room and the teacher doesn't even know if they are there or what. It's just the teacher's opinion that counts. It's not mine or yours. He is there to teach you and he wants you to learn this stuff whether it's relative to you, whether you are going to use it. He thinks this is his job: 'Teach you this that I have in front of me that they gave me to teach you. And I don't care if you ever use it or if it matters to you or anything.' "

Self-Image

A. Students

1. "You change so much from your sophomore year to your senior

year. If you change that much in so little time, then how much are you going to change from your freshman year in college to when you are grown up? I really don't know what I want to be because I've changed my mind so many times. You changes your values and the way you think and everything. I think you should get out in the world before you decide (what you want to do). You can't do it sitting in a classroom in high school or reading about it."

2. "It doesn't appeal to me to go up like a first grader and write on the board all period while the other kids are mumbling around and stuff, while (the teacher) just walks around looking at you."

B. Teachers

1. "The problem is more faith in self than it is intellectual ability. Quite often the child with more than adequate or adequate ability will do nothing because he is afraid of trying; he is afraid if he tries he will fail."

2. "Now so many of these kids are being so filled from someplace that they have so much more potentiality than they actually have. We are setting them up for failure all through their lives because they expect success at a far greater level than they are ever going to be able to attain."

3. "Some people better get used to the fact that they are not going to win very often in life."

C. Parents

1. "What are these kids? They are confused. Where do they get confused and how do they get confused? In the schools, not only at home. I know a couple of kids, one in particular, a real fine athelete, a good student at one time. He was expected to do too much because of a brother who was real good in athletics or something. So consequently he took the easy way out, to a child, just to forget it. But kids in school, they get so confused, that they just--their minds go blank. He couldn't even find out what 2 and 2 was."

2. "I think that there are so many children that are so confused it scares them to get up in the class and are

afraid to speak. They won't speak. Take me for one. When my teacher asked me, I knew the lesson, but I just stand there and cry and I wouldn't speak--I was afraid of being wrong. And I don't believe that any more. I think what is on a child's mind should be exposed to the teacher and let her know. In these times that we are living, it's fast and they are pushing our youth and children too fast to absorb what they are trying to teach them."

Curriculum Structure

A. Students

1. "Do away with a lot of books. More real life situations I think would be more important to the kids, because like learning about going into business, that's a big thing in our society today. They are going to go into a classroom and they are going to read it in a book and that's going to be it. I think they should be able to go in and learn like they are in an office or a store or something like that. And learn how to work with people. When they go into a classroom and they are working with a book they learn--I don't know maybe a few kids around talk to the teacher and stuff, but I don't think they really learn anything."

2. "This has nothing to do with me, but I think they should have a course for pregnant mothers. I mean they have to go to the YWCA or a different place. I mean pregnant people have to withdraw from school."

   "I think the important thing is to provide this course before they get pregnant, especially if they don't want to be pregnant when they are."

3. "I think any courses in that (industrial arts) area have a definite (male) bias. A lot of girls would like to know how to change a tire or fix their car if it broke down or take something from the metal workshop. But it is kind of scary to take the course really because you may be the only girl in there and you feel funny."

B. Teachers

1. "I'm an English teacher, and I would say, by all means, that we shove English down the throats of kids year after year after year on up into the college level, that really are not ever benefitting."

C. Parents

1. "I feel that they should teach more economics in school too. They started a pilot program several years ago and I don't know if they are following through on it. As far as I know it was only given one year by this teacher. These kids need to learn that money doesn't grow on trees and this is how they seem to all feel. That all you have to do is want something and mommy and daddy get it for you. They don't seem to realize that it takes a little effort to get this money and this is how they all grow up."

2. "The children actually do need more reading. They don't do enough reading and they should do more reading to one another. It makes better speakers of themselves in frontof their class ...Starting even with your little first graders, if they can read outside and read out loud they get much more out of the little books. I've got a little 5th grader at home and if she reads out loud she will get more out of it, than if you make her read it to herself. If you make her read it to herself and she doesn't know what you're talking about. But if she reads it out loud she can tell you the whole story. So reading is very important. But so many of the children cannot even read the subject that they are studying, like the arithmetic problems. They haven't had enough understanding to read those problems. That's why a lot of them have so much trouble. Reading is very important, we should have more of it in our schools."

Community Involvement

A. Students

1. "This is the parents' big deal, they push you off to school and can forget about you 'til you get home. Then they are all upset because you are home for a few extra hours."

B. Teachers

1. "I think there are two things. For one thing, parents really need to find out what's going on in the schools and I don't think it would be a bad idea for some administrators to find out what is going on either."

2. "I think, essentially, what society has done, it has taken its youth for which it has no economic purpose - these children are an economic liability for their parents - and they have locked them up in the school primarily to keep them off the streets and out of the police's hair and away from the parents. And we baby sit them and that's about what it comes down to. We are not being treated as teachers; we are treated primarily as a custodial insitution and I don't see anyway out of it, until society is willing to support the schools as schools instead of custodial institutions."

C. Parents

1. "I would like a closer relationship between teachers and parents. You hardly get a chance to meet them."

Educational Administration

A. Students

1. "The people here are trying to narrow education when it should be broadened. You are trying to say that you should have all these little departments that every one walks into every day."

   "Maybe some people feel that they know what they want to be and why should they go into this broad area when they know where they want to be."

2. "You're saying too much that school is like a job. School's a place to learn and high school is a place to learn as many things as you can learn."

3. "Why don't they use this school to teach classes during the summer?"

"Not for a grade or a credit, just come and do something, just pay for materials or something."

B. Teachers

1. "I defy any adult to sit 25 hours a week immobilized, especially if they have 5 academic classes where they have 5 lecturers pounding in their ears. I don't know how they stand it, quite frankly."

2. "I don't think that a person who is questioning his own value is a very good teacher. I don't think that he can do an adequate job, unless he is happy with himself or satisfied with himself. I think there are many conditions that continually erode the faith of the teacher in himself a a human being."

C. Parents

1. "Well, in senior high school anymore, athletics on Friday come first, studies come second. Not only with your athletes but with the balance of your kids. This athletic comes first."

2. "An athlete has a preference as far as their teachers are concerned and they can't do anything really wrong. I've seen it with my own kids. Where they have a hard time in a particular subject and yet they get good grades. You go talk to them and they say, 'Well, he is having a little trouble but he's OK---make sure he comes to practice tonight.' "

3. "Well, in junior high school they have different levels, the slower group and the better ones and the highest one. But they get in the senior high and they don't have this...There doesn't seem to be a constant thing. This is where the kids are confused. I would be on my job, if I were told one thing one day and the next day it was wrong. This seems to be what is happening. One teachers says to you, 'You are doing fine,' and the next year you get, 'Well, who told you to do that?' "

URBAN HIGH-MOBILITY

Student Involvement

A. Students

1. "English has never really done anything for me except to understand what a certain sentence says. For all the years I've taken it now it has never done anything for me. If a class isn't going to do you any good what's the use of taking it."

2. "Well, I think what it is, is that the school is trying to run our lives. I feel that I'm competent enough to run my own life and take the subjects that I know I need."

B. Teachers

1. "Say we start right down there (in grade school) when they're young and by the time I get them they're stereotyped. If I give them a little freedom or responsibility for a while, yes, it IS chaotic because they take advantage of it - like I'm turning my back so they can get away with something. But eventually, I say EVENTUALLY, they see that the freedom is something they CAN have and they go ahead and they shovel along their own little way. But it takes TIME."

2. "Well, we should start down there and work it all the way THROUGH somewhere around the ninth grade instead of just saying we're going to teach a responsibility we should adhere to it."

3. "You let them plan first of all, help them. You work with them...involve them...they set the rules...what they're going to do in any one of the situations, whether it's planning how you're going to learn this unit, whether it's planning what they're going learn, or what they're going to do."

C. Parents

1. "When they get to high school and are forced to sit the

whole day in classes that they know are not relevant and they know they are not going to college, they might as well drop and go into the streets. They're getting as much out of it."

2. "The student should be able to utilize the material he is taught in some definite way in his life."

3. "I think they turn these kids off long before they get to high school, because the reading and arithmetic have to relate to something practical. The history has to relate to something living, practical, what we are doing now. To teach them without showing them a way that it can be used...You have to make it relevant."

Educator-Learner Relationships

A. Students

1. "(The counselors) just sit there, duhhh. What good are they if you can't talk to them and be on their level."

2. "The younger teachers will understand an individual's personal problems more and that helps a lot, especially when you got some older teacher that doesn't care about the individual; he just cares whether you pass or fail."

3. "Yeah, they take an interest. Like Mr. ___, okay, he has a really neat class you know, you understand him and he talks, doesn't go into much of the book or anything. And outside of class you can talk to him right off the bat. And Mrs.___, you can fall asleep in that class in five minutes, everything is by the book. All you do is read in there and take tests, practically. And you can't talk to her outside of class."

B. Teachers

1. "So I think we have to evaluate ourselves somewhat too when we're criticizing the kids for not listening. Is what we're telling them something we can show them a need for--you talked about needs--or is it something that they don't really realize is important at all?"

2. "I think, in the first place, we're selling the kids real short. We're not giving them credit for the kind of adaptability and responsibility that they would and will take if we give it to them. It goes back to this mutual respect, which is pretty nebulous I realize. But still... this has an awful lot to do with whether a student will take advantage or not of a situation. If we teach them, or show them that there is respect, not only between them and ourselves, but also between us and the other people around us, our staff -and we're talking about the rest of the staff in this kind of thing - then they soon learn that this WILL work."

C. Parents

1. "I want a teacher that wants to teach. A teacher who likes her job, one that finds fulfillment in teaching children. So that they can do well in life."

2. "I don't think a child can be guaranteed a teacher that he is going to be just like that with, nor is life going to provide them with people that they are going to be compatible with."

Self-Image

A. Students

1. "Three (counselors) and that's not enough. There are 12-1300 students here. Like Mr.___, I've got him and I go in to talk to him and he just sits there and listens and doesn't give me any ideas. Here I am a sophomore and almost 16 years old and I don't have any idea what I want to do with myself. And there's nobody to talk to, to help me do what I want."

B. Parents

1. "I think one of the things that would be needed is a private tutorial service. Sometimes students will be willing to have a private tutor come into the home. If they are channeled into a remedial class at school, they are singled out."

2. "When we get this non-graded (school) and everybody works as well as they can, everybody will be a success. They may not all end up the same place. But they will be a success and hopefully they will have attained a great deal more because they won't be fed from the 1st grade on (the idea) that they are failures."

3. "It (ungraded school) challenges the child, not against his peers or his teachers, but against himself and against the children who are working on just about the same level."

Curriculum Structure

A. Students

1. "The English classes are really, well, they go a lot towards one side. They're either a lot of reading, or a lot of grammar, or a lot of bull."

2. "Right and I think we should have some education - sex education. What's wrong with sex education? All right you guys, this is taking it the dirty way, I didn't mean it like that. I meant it good, honest, clean and I meant it co-ed and I mean girl and boys classes. Why should everybody be so ashamed of sex? There is nothing wrong with it."

B. Teachers

1. "(A 'social living' class) would involve the individual and his responsibility to society. Also here would come ideas for jobs, ideas for occupations..I don't think a lot of them ever think about this until they are seniors. And all of a sudden they are scared to death."

2. "Okay, at first they have to be exposed. Like right now we have two years of United States History. What a drag. All right...when they get it in the fifth grade, they get it in the EIGHTH grade. We could take one semester in the junior year and do a survey of U. S. History. The SECOND semester could be one out of five or six electives within the United States field of history. Just like in college, you could have taken Colonial Period, Colonial Literature; it's unlimited."

3. "I think if you can make the thing realistic to the fellow and make him see why he has to learn what he has to learn ...maybe, for instance, in your case with the basketball game, let 'em play a chaotic first quarter basketball and then back up. (i.e. and teach them the fundamentals of the game). Of course, that's sometimes hard to do."

C. Parents

1. "I think in the freshman year there should be a class on just plain work: 'What does a plumber do, an electrician, a radio technician. A lesson in each field, that doesn't teach him how to do it, but let's him know what there is."

2. "Give them a chance to find out what there is to do. Maybe when you reach your sophomore year you can go into metal shop or electrical shop. But the biggest thing here is the Yard (i.e. the Naval shipyard) and none of these kids coming out of high school, unless they've been taken aside, know how to take an apprentice examination. The key to passing any government examination is knowing how to take it."

3. "They have (physical education) 1/2 hour 2 days a week in the elementary school, but it needs to be 15 minutes every day. The teachers end up playing drop the handkerchief for 1/2 hour because they have to have P. E. My child sat there for 2 weeks he said, and never got chosen. The teacher just takes them out for recess and that is P. E."

Community Involvement

A. Parents

1. "I think it would help if we had a legitimate line of complaint or suggestion. When we as a parent run up against a problem with a particular teacher, what do we do? Well, we go to school possibly and talk to the teacher. Maybe we don't go for fear they will hold it against our child. I might go and complain about a teacher and (she) might go, but I don't know that she is going. Maybe we need a clearing house or a way of making criticism. We should have a way to complain."

2. "One of the big problems is this parent education--parents who are both working--this is a real factor in this area. Let's hire someone to look into this problem of the youngster who is an under-achiever. Send someone into that home, and enlist the help of parents. Somewhere between the team help of the parent and the school you could bring that child out of his doldrums."

3. "How about taking the kids outside the school and putting them into the community on vocational levels, business level, office levels? It's very difficult to take the smaller ones out, but on a secondary level they could. They are spending too much time up there in these high schools, and they have no freedom to go out and go into the community. They can contribute. I think some of this is being done. Let's have no school. You can take the kids to places where they can learn. Rather than confining them in one building in one room with one individual."

Educational Administration

A. Students

1. "I don't see why students can't wear the clothes they want. If I want to come in old greasy jeans, I want to be able to come in old greasy jeans."

2. "They say they're trying to train us for the future and how to dress and act in public, but actually they're trying to push what we're going to look like more than what we're going to be up here (points to head)."

3. "With all these classes that you have to take, sometimes you can't take the subject that you want. Like electronics shop is the period I have English, which is required, and that cuts it right there. If I rearrange my classes then I have to cut another subject."

B. Teachers

1. "They're going to have to go hand in hand because if you build this ideal school and have all these great facilities, but you still have to write out passes and everybody has to be some place at a certain time or something or other,

executed at dawn if it isn't or YOU're executed at dawn if he's not where you...okay, everybody's got to be someplace with somebody, and you're meted out thirty students, you'd better HAVE thirty or something there all the time."

2. "I don't know anything about high school, but would it be possible to do it on the same kind of principle you had in elementary in there? Everyone has to have certain basic subjects, okay, could you, work out maybe two or even three hours a day just in the basics, just reading, math and spelling and you put English with it...And the rest the day and afternoon schedule, maybe interest areas where they would go to a teacher who specialized in certain areas and worked with them...just go and be on an individual basis, have an individual project...The teacher might have two people they work with, maybe they'd have FORTY which they could, almost, if they were on individual projects."

C. Parents

1. "Well, you've either got that child in your hand where you can touch them a little bit or you throw them out in the street where nobody is going to touch them. Maybe they don't get all the culture that we would all like to have (in special education classes) but they have something in their hands; they can add and subtract and write a menu."

   "But they also have got to be a citizen. They have to understand something about the rest of the world."

   "Oh, I am sorry. How many people in this city do you think understand anything about the rest of the world, anything about their state, anything about their community? How many people in this city read beyond the funny papers and Dear Abby?"

2. "This is a problem that should concern us. We do have innovative programs in the elementary schools and then they put them back in little boxes in the junior high. And in high school it is a bigger box but they lock the door."

SUBURBAN

Student Involvement

A. Students

1. "It is just that I do not see why we all have to do what the average does. Why can't we be individuals with individual goals? Not go where the wide path is, go make your own."

2. "I think it is this lack of freedom, of feeling like you're tied to your mother's apron strings, like you've got to report where you're going. Now I think we're old enough to know. You are expected to abide by certain rules and if you step over the boundaries...There's not much left you can do except walk up and down the corridors or go sit in a classroom."

3. "I think you have to have the opportunity to make mistakes. But you don't want to go way out in left field and then have to pick yourself up."

B. Teachers

1. "We have pitted kids against each other, which has deprived them of their own confidence and of their own ability to make decisions. They can't make decisions about themselves and what is important to themselves because they have never been given responsibility, they have never been in a situation where that was approved."

2. "I think we should be putting effort into getting morals or problems that are important to them, maybe even the ones they dream up. It is a problem of caring if the student cares about finding the solution of the problem, I think he is going to stay right here and work it and learn more than if he doesn't care."

3. "I am saying that formal education has got to happen. You can't turn the kids loose and say O.K. you can just

go learn what you want. You know why, because human beings are human beings. You have got to provide some sort of formal structure. This idea of letting kids decide what they want to study and go study it. It never will work. It never has worked."

C. Parents

1. "I think some of the subjects like algebra, geometry, trigonometry should be elective and should not be required to graduate. Right now they must take these courses in order to graduate and they will forget most that they learned in that class as soon as the school year is out because they will never use it again. They don't care two cents about it because they don't want to go to college, but they want to go into vocational fields."

2. "I have several ideas. I would like (school) to be a place where children would really want to continue learning. I would like the atmosphere to be such that when the child was there it would be such an enjoyable experience that he would want to keep going. That he would be challenged to the point where he would go on."

D. Administrators

1. "In effect, probably what I am saying is that I react as an individual to support reading as it is viewed important to the INDIVIDUAL and the direction that individual wants to pursue, rather than the institution stating that THIS is what that individual must have through reading."

Educator-Learner Relationships

A. Students

1. "Some of the teachers have this idea that they are such deities and that they can do no wrong. We have a pretty good ratio of good teachers here and I will admit that teachers are human beings. An educator is so important in a student's life he really shapes you, and I just wish that the teacher would admit that he might be wrong sometimes. They are such a factor in your life; they stuff ideas in your heads and

don't stop for a minute to consider that there might be another aspect."

2. "Some people here have been giving the same assignments for every single class for years. I was talking to a teacher here, a friend of my mom's, who was an English teacher and she was telling me what my English teacher was going to give me for assignments a week in advance. That was what he had been giving for the last four years and that was probably what he was going to keep on doing. He had been grinding out the same thing for five years and the level of his class had not raised in five years."

3. "A good teacher is one who listens to your opinions and you can talk to him. You understand more in his class, and it makes you a better student. He will let you do anything in class as long as it is not bothering anyone else...He trusts you and he teaches in a casual-type atmosphere. He doesn't just sit and lecture, he listens. He doesn't go by the book; you feel like he knows what he is teaching."

B. Teachers

1. "I think that the teachers do not have, or do not give themselves enough time to let the children freely talk to them. Maybe they don't feel that there's a need. But I think there should be more free time for each individual child, to be able to come and talk freely."

2. "We all know that the best things we do as teachers are done by a one-to-one basis. Well, many times they are a one-to-one basis. I do my best teaching after school when someone comes in and talks to me, or even when a class is running and someone talks to me. It might be five seconds worth of communication anyway. Can we have personal relationships in a class with 30 people and talk as individuals? It seem contradictory if we do this."

3. "You guys are just talking about the kind of persons you would like to be teachers: enthusiastic people, people who are interested in what they are teaching."

C. Parents

1. "And also teachers are not babysitters. Children are hard

to discipline. I will give you an example...she (the teacher) had trouble with a little girl and she did not touch her. She took her outside and gave her a good talking to and brought her back and the child was alright. The child respected her. Don't kid yourself, children need discipline. Children respect teachers that have discipline."

2. "One thing my daughter says is that all teachers should require the children to say Mr. or Mrs. They don't want the children to be on the same level with the teacher, or that is, that the teacher be on the same level with the children. They don't want to be taught by children."

Self-Image

A. Students

1. "In this one high school that uses this system, where it's just pass or fail, they have had no dropouts. It seems that the kids felt inferior, when they made a "C", to the guys that make a "B"."

Curriculum Structure

A. Students

1. "I don't like to come into English class and be expected to read so many books and discuss them in a certain way and agree with the teacher in what you should see in these books, hand in a lot of papers and things like that. We are just putting in our time, half the time. We aren't really learning anything. I would like to read literature that has something about what is happening now instead of going so far back that it has no relevancy to us."

2. "You should have job training in high school. You get courses in high school that you will never use unless you are going to be a teacher. You get geometry and math and all that stuff. If you are going to be an accountant, that's fine. After high school, you go to college to get proper job training. O. K., (I want) some kind of training for practical job work. Right through high school, you don't get anything that is going to help you."

3. "I think the woodworking course should be revamped and made into a basic and advanced carpentry course. All they teach you in the woodworking course now is cabinet making and they are almost always useless, they are of very little practical use. But if they had basic carpentry, basic plumbing, basic electrical, that would be of use to you after you are out of school. How many book cases are you going to make in a lifetime, you know? What use are they going to be to you? Five hundred book cases and whatare you going to do with them?"

B. Teachers

1. "Would it be possible to toss out a problem? How about tossing out a problem such as 'IS World War Two important to you or not?' And if he's interested in Auto Mechanics maybe he can find out about industry during World War Two..."
2. "You know we teach the period of history in the twenties as one of the points in history that you are supposed to know and understand. This is the period that my parents grew up in and I don't relate to that period. I shouldn't relate to it in a historical sense. I should relate to it in their reactions and this sort of thing, and I think the same thing can be said of the kids nowadays...history as it affects their parents, and in helping them to understand their parents.

3. "Some of the suggestions are where we have students work on some of the problems of the community and I think that would be a good idea. I don't know what problems the schools would be in if we did this more, but I think it might be worth the risk. Because it would not only help the kids to solve the problem...they would learn about communications and government, and at the same time they might be helping the situation (i.e. the community problem)."

C. Parents

1. "I think it would be a shame if he (non-college bound student) could not even balance a budget. We did not claim to learn a lot, but when I was in the 9th grade we did learn how to balance a budget and I could balance a check book. Now the children in the 10th don't know a thing about it."

2. "Our social studies program should be a little more contemporary--all of them."

D. Administrators

1. "We're not being fair in the education offered to the students in the public schools of the State of Washington and in the Lake Washington School District, specifically, because we are NOT offering a base of exploratory courses. We are offering a base of courses to prepare you to go to college. I say then we should offer a base of courses to prepare a young man or woman to go into this post-high school vocational-technical field. Either that or provide post-high school educational opportunities for all kids."

2. "I saw "Remedial Reading" and its perpetuation beyond the elementary level as being the cup of water you give to a drowning person. Why keep force-feeding it if it does no practical value to that individual?"

3. "I think it's really our responsibility as educators, and even in terms of the society itself, that when a student loses his sense of relevance with reading, for any reason whatsoever - a mental block, blindness - that it is our responsibility to give him an alternative for communication."

Community Involvement

A. Teachers

1. "Right now the school is unreal, separate from this thing out here (community). O. K., if Mom and Dad come in and become a part of (the school) they also become involved with (it). We (student and parent) are not communicating and one of the reasons that we are not communicating is because we are not sharing the same experiences."

B. Parents

1. "I would not have a different floor plan for each school. It is impractical. We cannot afford it."

"What about the student?"

"For heaven's sakes, think of the taxpayer and the parent once in awhile. We have to eat and we have to function as a family and each child must learn...how much his father makes and what we can afford, and taxes are a part of it. The minute your school district gets to the point where they can spend all the tax dollar, then very few people, unless they make over ten thousand dollars are going to be able to stand it."

2. "I think something should be worked out whereby we know more about the school board's problems. I am sure they have problems beyond comprehension but I think some medium should be worked out."

3. "Teachers are human and I don't know why but you just sit there and they say the arithmetic is fine, the reading is fine and then when you get a written report it shows an entirely different situation. Teachers are human and they are afraid they are going to offend the parent. In discussing this with others, I find that parents learn very little from these conferences and they learn much from a written report."

4. "The administrators are far too permissive."

C. Administrators

1. "Education must be alert, responsive, and almost to a point of interaction with the lay public."

Educational Administration

A. Students

1. "This place just seems like you go sit in your classes and teachers force things through your ears. And then you forget it and then you go and get a job at Boeing, tightening the A-1 bolt...This is supposed to be a place where we get an education, develop our minds and decide what we want to do and not just get used to this society. This is supposed to be a place where you can create your own little niche. You can be a researcher at Boeing, you don't have to just tighten bolts. You can think up a new plane or something."

"I was just suggesting to you the majority of the places where the majority of the guys are going to go, and so maybe it is a good thing to get them ready for it. Orient to the average guy."

2. "But you shouldn't work for a grade. It's not how good you learn that should be important, it's only if you learn... That's what the teachers should worry about."

3. "It seems that in a lot of classes the program is based on achievement of the average student...The program is for the group and not for the slower or faster student."

B. Teachers

1. "I think the problem is that before we can decide on a curriculum, we have to decide what we want to accomplish with kids when they come out. (Is education) so that they can get a good job---is that it? Or (is it) so that they can get into a good college---is that what we want to do? Or is it so that they can live effectively in the community? I would take the third choice---that we somehow structure it (education) so that they can come out and be useful citizens, not concern ourselves as to whether or not they can get into college, or even whether they can get a job, but that they be able to survive."

2. "We simply need to realize that all of these students do not NEED to go to college to make a success of themselves. And maybe the kids DO know this and WE don't."

3. "I would like to say something about marketable skills. You talk about being happy in your world and that sort of thing. I personally think that it is important to be doing something that you like. If there is anything I would like to steer clear of, it is to see the schools graduating students with marketable skills. You take a kid in high school graduating with a marketable skill, a lot of them go into that field and feel limited to that....college the same way."

C. Parents

1. "I think we lost our way quite a while ago. The school system started out with vocational counseling, then they switched to

social workers and psychologists. I think we should go back to vocational counseling, maybe even in junior high. You don't have to single them out as to what they want to be, but there are libraries, and in high school you could have lots of counseling."

2. "Each school is completely different. I think there should be some kind of coordination."

3. "You already have vocational training. Automotive is not taught by a person in the trade so you might just as well throw it out. No vocation should be taught by anyone who isn't working at the trade. But can a tradesman go and get a college education and go into the trade which takes him as long as it does to get a college education and continue to work in the trade and keep up on things?"

D. Administrators

1. "I don't think you can meet the needs of society by putting everyone in the same mold: all students go to college or all students don't go to college, all students who do not pass the sixth form do not go to college."

2. "We have to be committed to this concept of defining to a certain extent, with the student, with his parents, of where the student, actually is. We can't just be all over the map and say, 'He should be here; we're going to bring him to that point by nine months from now.' The logical point this student could ask us, and one that probably goes through his mind which he doesn't ask because he's not equipped to ask it, and one that his parents would probably ask but they're not equipped to ask it, is 'Why?' 'Why are you going to bring me to this particular point in nine months?' "

RURAL

Student Involvement

A. Students

1. "A lot of the students aren't interested in a lot of this other stuff and they don't give a care about this other stuff or the grade they get in it. If they were in a class that they had something they liked, they might go further in it."

2. "Yes I enjoy (tutoring). I'm learning something worthwhile for a change. Instead of just going to school and getting out, now I'm helping somebody."

3. "If you have a part in doing something (e.g. experiments), you know exactly how it is."

B. Teachers

1. "There are some children in the junior high who are wasting their time in the academic things we put them in. And they would be better kept in school even if it involved doing something with their hands-something that will interest them that they can use and that they can succeed at."

2. "Our thinking was the child that had a lot of ability and interest in one area, you really, in essence, are punishing him when you take him out of a class and take him over here to a class he absolutely hates. You make him resist in absorbing material and ideas for that class."

3. "We have a problem over here with some bright children who are sitting in the classroom doing nothing. We have a boy who gets straight X (like F's), who, when he comes to class to take a test, gets the highest grade. Yet he never does one thing. He talks all the time he is there. He is completely and actually bored with literature. But we are missing the boat somewhere. If I could...send him on his way to something he can excell in, we would gain a lot more with this child. But now he is simply wasting our time and his."

C. Parents

1. "If one child is faster than another, why can't he be allowed to go on to his ability? If they are able to do fourth grade work, why can't they? Why do they have to stay a whole year?"

2. "Well, I know I have a boy in seventh grade and he doesn't know now to study at all... Well, why don't they teach those kids how to study? In the lower grades the teacher helps them with everything then they are supposed to start working on their own. Well, nobody ever tells them how to do it."

Educator-Learner Relationships

A. Students

1. "A lot of time in grade school the teachers tend to work with their smartest students and the slow ones - they let them get by. They really don't have the time or care that much."

2. "I think the teacher should like what he is doing. I don't care what he feels for the students, but what, well, if he likes what he is doing he is going to teach and have some understanding of what is going on."

3. "(A good counselor and/or teacher is)..one who knows what is going on today."

   "Personal counseling."

   "I think they should be younger too."

   "Sometimes girls have a personal problem that they can't talk to a man about."

   "Someone about 25 with the same ideas we have. You know, they can kind of understand."

   "One who will go along with your idea instead of saying let's not do that."

B. Teachers

1. "Well, (more communication with parents) would be not only to find out how the kids are, but it would help the teacher to understand and know how to handle the child."

2. "If you could find out the one thing that interests him (the student) most, you could start him on a reward system. Even if it is just the class that he jumps up and down the least in."

3. "I still think there is something wrong when we lose a kid like him because he's no dummy."

C. Parents

1. "I think one of biggest discipline problems is this lack of respect for the teachers by the kids or for anybody else. It's difficult for the teachers. And if you have a few deadhead (teachers) along the line too, that don't do anything for increasing the child's respect for the teacher, himself, and the persons he comes in contact with."

2. "I think we should have one (teacher and/or counselor) that is genuinely interested in the students, has a little empathy."

3. "I feel like the kids are losing out. I've got two young ones now coming up that I can see going the same steps. But my boy is in high school now and we can tell him one thing, but the teachers have him. There is no discipline. I mean discipline in terms of his studies. He's looking out of the window, drawing, anything."

"Well, now that goes back to what was saying about teachers who can't hold their interest."

Self-Image

A. Students

1. "If they had some kind of program, where you could learn

electronics or something like that you could go out and get a good job, then go on through business college or whatever. But the way it is here he (i.e. the vocational student) is always looked down on. He's not getting too much out of high school except for bruises."

B. Teachers

1. "In my English class we were talking the other day, so many of them are young of course, but they wanted to be what their fathers were. And so many of the fathers are loggers. There are a lot of capable young men who could set their standards higher. There is one young man who I am sure could do most anything he wants, and he wants to be a logger."

C. Parents

1. "...in a vocational course--a lot of kids have a psychological thing about a grade--this fear of failing or being given a bad time because you didn't do as good--"

Curriculum Structure

A. Students

1. "I think they should put in different classes that some students might want. Like if they want advanced P. E., why not have it? Like advanced Home Economics...if they like a class, why can't they go more into?"

2. "Just from high school alone, you should be able to get a job - not the best one - but you should be able to get a job."

B. Teachers

1. "If they could have something at school that would develop them and help them to understand what they are doing at home...if they are learning to build fences and repair holes in the barn, they could learn woodwork in school. One offsets the other."

2. "Basically, agriculture is the only outlet for the boys right now and theoretically agriculture is designed to train them for careers in the field. It is varied but it doesn't fill the needs of all the kids. It's probably as broad here as you will find in any school, trying to cover up for the lack of industrial arts and other vocational subjects we don't have."

3. "This is another deficiency. You talk about college oriented (students) or the ones going to technical schools. We only go so far in our math program too. The teacher we have, I'm told, goes as far as he can but, boy, this is a handicap. I don't know how you overcome it - maybe program materials on these higher levels. A brighter student could take on calculus rather than being stuck with the rest of the students."

4. "We give him a book on the world before he even has a concept of between here and Chehalis. I run into this a lot in elementary where these kids...you think you're going along great until you come to Washington history and they draw a map of Washington with an ocean all the way around it."

C. Parents

1. "Well, you need something that is lined up or applicable to working today. Well, a kid gets out of high school and he is not planning to go to college - he is not ready for nothing."

2. "Maybe we could have something now on the order of what we have in agriculture, only a little more so. Have a little plumbing and a little wiring and a little mechanics, enough to where the kids would know what they want to do."

Community Involvement

A. Teachers

1. "I don't think they are encouraged at home here as greatly as they are in the larger towns. When they get home a lot of the kids have chores to do and this becomes more important than school work."

2. "Because of their background many of the homes haven't had a very good education. And they are not interested in extra reading for their children. They don't get them books, they don't see that they bring home books and then read them."

B. Parents

1. "I'm not saying they (the students) are not losing out by not having all this homework, but I wonder how a person would find out before it goes to far."

2. "You know, this is it, there are nine of us here and if, individually, we were asked different questions about what our kids are doing, we'd probably get nine different answers. We don't really know a lot of the programs that are going on. If a teacher or principal were here they might be able to tell us some of the things they are doing that we are complaining about right now, that we don't even realize."

Educational Administration

A. Students

1. "I would shorten the periods, make it more relaxed so that if you accomplished anything in one class you could go to another teacher, another class, or do research on your own, without having to fill out about an eight page form to get from one place to the other."

2. "It's not a matter of students, it's a matter of money---this is not a rich community."

B. Teachers

1. "Another thing, in the city, if you have a few students who want a class, you can go down and say talk to a commercial artist and he can come up and teach for an hour or two and he enjoys it. The kids know they are getting the best. But in a place like this you can't draw on community resources because the resources aren't there."

2. "We are out here, kind of to ourselves, and I don't know about you but I haven't gone to summer school for four or five summers now, but I do think to hear from somebody from outside, like an in-service program, and have somebody come in and yak at you and give you a new idea, or show you some new materials. It really does wonders for you."

C. Parents

1. "We are putting the most money into the wrong end of education. What I'm talking about is the first 12 years. If our first through third grade teachers were the ones drawing the $15,000 a year, and having to work for it, I think we would have better qualified students. It wouldn't take quite as good a teacher up on the other end, if a student could do some things on his own. ...I'm a proponent for doing away with the graded system, at least up to the 4th grade anyhow. Have the students work at their own rates, and then not pass them on until they can do what is considered average work. That's the end of it I would like to see more funds go into. And maybe more counseling to find out what these kids really do need."

2. "It takes an act of God to get rid of a teacher. The WEA here in the State of Washington, I think, is stronger than the teamster's union. Any person who wants to can become a teacher, there is no way to stop them. I think there should be some system of grading or testing to determine who should be a teacher."

▨ RURAL ETHNIC

Student Involvement

A. Students

1. "That's right. Achievement, something you've done yourself, not something the teacher did for you. You want to be able to see what you can do."

2. "One thing, I think, that kids can get out of school is responsibility: learning how to do things yourself and follow through when you start something."

3. "But if you have a better purpose for yourself, it's easier to study. You put more of yourself into your studies."

4. "Make sure everyone's involved. There are a lot of kids who have really good ideas about things like this but who never say anything because they don't want to get involved, I guess. Maybe they're afraid to get involved."

B. Teachers

1. "I think if we (teach students about their own background).. I'm sure that this is done down in the grade schools. But I think, by the time they get to high school, that trick is lost somehow and what goes on in the classroom has nothing to do with their lives elsewhere. This I think is important."

C. Parents

1. "Let the kids teach Indian culture."

2. "They had a (student) council like that but it failed because the decisions had already been made before it ever got to the kids...You've got to let them have some responsibility. Let them feel the burden. Let them face some of the problems."

3. "An A won't get you a loaf of bread or an A won't teach you how to work in the woods like most of the kids are going to

do especially in history..it's not their history. It's some other race's history."

Educator-Learner Relationships

A. Students

1. "It's not how many years a person has gone to college, it's how he presents the material...so that the student can understand and enjoy the material."

2. "I think the little kids would be able to understand the young teachers (referring to high school students teaching elementary classes as an elective) better than older teachers, and we'd cut it down to their level so they'd be able to understand it."

3. "Take an art class, for example. You come into class and the teacher gets you started on a project. Everything's going along fine but you need a little help on one part of the project. But instead of coming over and helping you, she does the whole thing herself, and you don't learn a thing."

B. Teachers

1. "We should be teaching youngsters, not the subjects."

2. "Well, (students) probably have better ideas than we have cause, darn it, I'd tried pulling things out of them all year and I didn't get a THING. So I think you should take their suggestions; I think they're better than anything I have."

C. Parents

1. "I think it would be better to have kindergarten or first grade taught by one of our people who have a feeling for the Indian culture and Indian children, than to have the course taught by someone who is twice as educated or three times as smart."

2. "I imagine that the teacher who is not an Indian feels like an outsider. It must be very hard for the teacher to work with...our mixed Indians and not understand them."

3. "Well, I think we've got to try and understand the teachers that come here...the culture's foreign to them...and we ask them to teach subjects to our kids, and they can't understand our kids. And so you can't really blame them for being on the defensive."

Self-Image

A. Students

1. "One of the things that I want my school to do is to help a person or a student to get his identity out of school... I think that school should be established to help a person gain some self-dignity and learn about himself."

2. "There used to be a teacher's wife that came in and she taught (remedial) reading. Even then when she did that, the other kids made fun of them and they were ashamed to go to that class."

B. Teachers

1. "I suppose this is kind of what the kids were saying they wanted, I call it ego pills, this self-respect, this personal identity. These kids need more ego pills; they need a larger dose of them. Those who don't get the large enough dose, they are remedial recepients either in the classroom or out."

2. "The difficulty is they have to have something they can succeed at. And if you push them along and let them go and they get up where they can't do high school work... they can't read and the only thing they can succeed at is to make noise and trouble, and we have quite a few of them."

3. "(Students) can't name it (what their culture is) or explain it most of them though. Did you ask them just WHAT their culture consisted of?"

C. Parents

1. "We are minority group and labeled as dumb and, as long as we are labeled as dumb, we might as well stay dumb. The kids tend to give up because they always think they are not as good as other kids."

2. "All the kids lack self-confidence. All the way through school, the kids they play with in recess they are scared to talk to in front of in class."

Curriculum Structure

A. Students

1. "One of the things to study is our own self-identity. How we fit into things. How we can do something, or what we can do."

2. "Most important of all, we should learn how Indian culture relates to today."

3. "Another thing you need...are lots of things that are up-to-date, so you really know what's going on, like Vietnam and stuff like that. We have a course in world problems, but we don't have enough material. We may discuss Vietnam and we know generally what's happening, but we don't have enough material to learn how it happened and why it's happening and what exactly is happening."

B. Teachers

1. "We know they need these other things (culture classes). But the fact that they've learned about their culture isn't going to really prepare them for graduating from high school so that they're able to handle geometry, we'll say, when they get to college."

2. "If the Indians are going to stay on the reservation, they're going to have to earn their living. They're not, probably, going to be working in the library, and...as I suggested, they could run a course on commercial fishing...this type of thing. There would be many other aspects of it. We could concentrate on some of the basic things they'd need in forestry if they go to work for the 'Crown Z.' Maybe they could work up in this company if they had sufficient background, more easily than they do (now) - anything that will earn them a living on the reservation because most of them are going to stay here."

C. Parents

1. "I think they've got to get their own culture involved in this thing. The students don't know their own background and they certainly don't get it in school. They get the Fall of the Roman Empire and they don't care whether the Empire fell or not. They don't get their culture in school."

2. "They probably learn more bookkeeping that way too (by having practical experience) than if they just had to sit down and learn it in class.

   "They also learn by experience. They learn what it means to be a boss, and they also have spending money, which they have to learn how to budget."

Community Involvement

A. Teachers

1. "Obviously, it really HURTS a lot of kids because their parents don't care if they come to school or not; they don't care if they study well. What can be done about it? Can the school I mean, I don't feel like going down to every parent's house and talking to them and telling them to make their kids come to school because I don't think it'd work but something's got to be done, but I don't know what the answer is."

B. Parents

1. "I think if there were a better understanding between teacher, child and school the parents would get behind their child more and encourage him to go to school."

2. "I think the teachers would have a lot easier time if they participated in community affairs and got to know the people, the parents as well as the students."

3. "Let me give you an example. I was called on the carpet by the school last summer because my daughter was going into the 12th grade and was taking a whole bunch of mickey mouse courses but she said she wanted to go to college. The school people wanted to know why I wasn't having her take,

for example, another English course and college preparation courses. I told them I'd never been consulted, so I regarded myself as having failed as a parent because I hadn't poked my nose into her affairs enough to find out what was going on. But I also consider it a failure of the counseling at school."

Educational Administration

A. Students

1. "I think we should have a special course just for seniors. I get done with all of my requirements and then I have to take an art course because that's all there is left to take. An art course isn't going to help me in college if I want to go into business and management."

2. "We had a new physics teacher come and he really didn't have very much to work with."

3. "Another thing, we have teachers come here, like history teachers. Maybe there's a history teacher that already has the job, so the history teacher ends up teaching seventh grade science or typing or something. So kids don't learn how to type and other kids don't learn science very well. They just go by the book and films, that's all."

B. Teachers

1. "There's a big problem now because people are being passed, just to get them out of school. They're here for no reason except be with friends. They're not doing them any good, just hindering other people who want to learn."

2. "I think it's all a matter of economics here, though. We can visualize and we can imagine and we can wish for all these things for the children but we're going to have to have more staff on our faculty. We are badly in need of them because we must, in order to graduate them with a good conscience, follow state regulations and state requirements."

3. "Well, and besides, teachers shouldn't have to teach outside their fields."

"Yeah, and everybody does."

C. Parents

1. "The state requires that they teach a certain amount of subjects, so here we get back to the problem of state rules and regulations and district rules and regulations."

2. "What we need is specialized teachers who can take the children aside in small groups and help them. In larger schools you may have a large number of children who have the same problem and you can therefore justify paying a teacher to specialize with these 15 or 25 students, whereas in our schools there may be only four or five and there is not a large enough number to warrant a special teacher. That's the problem."

3. "If these kids want to go on to college, something has to be done about the counseling situation so that they (the teachers) know that these kids want to go on to college and do something about it, like seeing that they take the right courses in their senior year."

BUSINESSMEN

Two interviews were held with employers, one in Seattle and one in Yakima. The participants were drawn from both the public and private employment sectors and from firms of varying sizes.

Student Involvement

1. "Maybe I was thinking about self-instruction more than individual instruction, if you are going to make a distinction. I think we've got two different things here. If you are going to start talking about self-instruction, then you cut down a lot of these other things that you don't need. We don't do too much teaching, children teach themselves pretty well. If you lay the opportunities out for them they can usually find their way there faster than you can show them." Seattle.

2. "Question--'Where are you going?' should be the subject matter of a course in junior high level, and then relate to industry or whatever. Discuss their future to motivate them. These kids have to be motivated. To be motivated you have to have an objective. Try to achieve something." Yakima.

Educator-Learner Relationships

1. "The coach and the vocational teacher probably do more counseling than do the counselors, because they have the opportunity for it. So you separate the counselor and say 'If you want to see the counselor you go into his office, knock on his door and go into his office.' " Seattle.

2. "It seems like the kids can't talk to their folks. The world is moving so fast that this counseling is important, much more so than the days when I was in high school. They realize, themselves, that the war and the possibility of going into the service, that they've got to find a place to go. Things are going so fast that they need help and assistance and need to talk to somebody." Yakima.

Self-Image

1. "Let's put first things first. Like if the kid is emotionally fouled up and doesn't have an adult to identify with, we know that nothing else we do is going to make a darn bit of difference to that kid. If he's got that, let's make sure he is interested in something, where we can motivate him. If we can't motivate him you've got a negative experience in the school." Seattle.

2. "The big brother model is a recognition that, if a kid grows up without an adequate male figure to identify with, the chances go way up that he's not going to fit into our system, and he's going to ride on our backs with vengeance." Seattle.

3. "Get the parents into the schools. Now I was appalled to attend an open house, and I certainly like the female gender - greatest thing since cut bread - but, I was appalled at the number of fathers attending. It's 75% or 80% mothers, very few fathers... Identifying with the male image, junior is associating with the feminine gender when it comes to school things." Seattle.

Curriculum Structure

1. "I would like to see a garage set up, where at the age of 14, why, he can start to learn to use tools to produce something of value; that he spends half or more of his time there, that an instructor is available, self-instructional devices so that he could pick up his book on basic math when he needed it, or ask the teacher (concerning these practical matters)." Seattle.

2. "Those of you who have teenagers, were you surprised the first time they got paychecks and found out how much taxes were coming out and that? They were completely amazed.

All of a sudden all of this government spending and that came to a highlight. Isn't it ridiculous that young people today don't realize it until they receive their first paycheck?" Yakima.

Community Involvement

1. "But you must realize in many work situations we really have separated schools from the community. We've separated it from work, from government, from the home, so that this departmentalization has really cost a lot of our growth." Seattle.
2. "Bring the school into the community. Drastically alter the ratio of adults to children, so they can learn how to be adults. Well, for instance, to learn arithmetic by working at the neighborhood grocery store. In other words, to learn the educational skills through actually doing things of value, which would be in a situation where somebody would be able to teach them something and then check them on it, where you have immediate feedback." Seattle.
3. "We have to look at our total society, particularly our family life. I think we are too prone to turn over to the schools a lot of things we should be doing at home. There isn't the guidance in the home there ought to be. Consequently the schools are trying to pick it up, and they can't do it. At least, I don't think they've found a way to do it yet." Seattle.
4. "If my kid isn't doing very well, I like to know it. I don't like to have to run down there and ask the principal if I can talk to the teacher. I'd rather have the teacher say that Johnny isn't doing so well and that we'd better get after him." Yakima.

Educational Administration

1. "What we need is more vocational training in the

schools, particularly at the secondary level. Unfortunately, it is my observance that these things are elective type things. As a matter of fact, not only are they electives but they are looked down on, rather than something that should be brought into the forefront, because a good half of those students are going to be doing things with their hands when they get out of school, and we need to stress the vocational aspects." Seattle.

2. "I think a counselor should be a little bit business oriented. I mean this kid is going to have to find gainful employment once he gets out of school. If they see that this kid is not going to have it to get through college then they should guide him into some of this vocational stuff that you are talking about, otherwise, he is going to come out illiterate and digging ditches." Yakima.

CONSULTANT QUALIFICATIONS

Consulting Services Corporation, with offices in Seattle, Washington, and St. Paul, Minnesota, is a firm specializing in economic and educational research and governmental services. Clients include private business, legislative bodies, and local, state and Federal government.

During the last three years, Consulting Services Corporation has participated in over 20 major research and planning projects in seven states. More recently, national evaluations have taken Consulting Services Corporation to an additional 24 states. Some of the work experience relevant to surveys and educational problems include (a) a preliminary assessment of educational needs for students in Washington State for the Title III ESEA Advisory Council, (b) an assessment of educational needs of Indian students in Arizona for the Arizona Title III ESEA Advisory Council, (c) a national evaluation of Adult Basic Education programs for the U.S. Office of Economic Opportunity, including development of an evaluative model and management information system, (d) a study of seasonal farm workers in the State of New Jersey for the Governor's Migrant Labor Task Force, (e) a survey of the characteristics of migratory farm workers in Washington State, prepared as background information for administrative and legislative changes, and (f) the design of a Human Resources Utilization program for the Washington State Office of Economic Opportunity.

Additional information regarding the work experience of Consulting Services Corporation can be made available upon request.